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No. 1372

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<p>ERRATUM: In JPRS 71395, 3 July 1978, No. 1360 of this series in article titled "Naval Training Activities," on page 21, in 3rd paragraph, lines 8 and 10 please change the word submarine to ship.</p>	

## TROOP TRAINING IN CENTRAL GROUP OF FORCES DESCRIBED

Moscow ZNAMENOSETS in Russian No.5, May 78 signed to press 20 Apr 78 pp 2-3

[Article by Lt Gen K. Maksimov, member of Military Council, chief of Political Directorate, Central Group of Forces: "Both Patriots and Internationalists"]

[Text] The patriotic and international indoctrination of the personnel and the strengthening of combat collaboration with the men of the Czech People's Army and the other armies of Warsaw Pact member countries is the most important part of the ideological work among the troops of the group. At its basis lies explaining to the men the Lenin teaching about patriotism and internationalism and the defense of the socialist fatherland. It also consists of propagandizing the materials of the 25th CPSU Congress, the October 1977 Plenum of the Central Committee CPSU, the special seventh session of the Supreme Soviet USSR and the new Soviet constitution, the report of Comrade L. I. Brezhnev at the celebrations devoted to the 60th anniversary of the Great October, and his speech at the December 1977 Plenum of the Central Committee CPSU.

In explaining these historic documents to the personnel, our propagandists stress the strengthening of the Communist Party's leading role in building a society of developed socialism and the increased requirements for the Armed Forces in the defense of the fatherland and the entire socialist commonwealth. The Lenin theoretical heritage, the successes of the Soviet people in implementing the decisions of the 25th CPSU Congress, and the titanic efforts of the Communist Party in the struggle for the relaxation of international tension are being widely propagandized at political lessons, in lectures, reports, and talks, at Lenin readings, thematic soirees, and so forth.

It is completely clear that the better the propagandists are trained, the higher the effectiveness of this work. This is why much is being done in the group of forces to arm the supervisory personnel and the entire party-political apparatus with the deep knowledge of Marxist-Leninist theory and tested forms and methods for influencing the men. For this purpose various assemblies are conducted, lecture bureaus of propagandist skill are functioning, and open lessons, conversations, and consultations are organized on the works of V. I. Lenin and the materials of the 25th CPSU Congress.

The Political Directorate of the Central Group of Forces [CGF] together with the Main Political Directorate of the Czech People's Army [CPA] is working out joint measures which are directed toward the further development and strengthening of the friendship and combat collaboration between the men of the fraternal armies. The drawing up of monthly plans for work to strengthen Soviet-Czech friendship has become the practice. The content of the measures and the procedure for their conduct are discussed at conferences where representatives of party, state, and public organizations of the Czech Socialist Republic [CSR] take part.

It has become a good tradition to conduct an exchange of experience in training the men and organizing mass political and agitation-propaganda work. The leading men and Komsomol activists visit Czech garrisons, become familiar with the training process of their combat friends, accomplish trips to the V. I. Lenin Museum in Prague and joint trips to places of combat glory, and learn about how the Czech workers are struggling for the implementation of the decisions of the Communist Party of Czechoslovakia and what successes are being attained in the further development of their fatherland. Returning to their subunits, the men tell their fellow servicemen about their impressions. The Soviet servicemen receive their combat friends with great warmth and cordiality, share their experiences with them, and acquaint them with the heroic revolutionary, combat, and labor traditions of the Soviet people and the Soviet Armed Forces.

Work on the patriotic and international indoctrination of the personnel is conducted actively in the unit where the propagandist is Senior Lieutenant V. Mileshtkin. He proved himself to be comprehensively trained, and an energetic and active worker on the ideological front. His presentations before the people are distinguished by a high ideological level and the measures which he organizes are always interesting and instructive. Thanks to his efforts firm friendly ties have been established with the Czech production collectives located adjacent to the unit. Communist V. Mileshtkin is constantly looking for the most effective means to influence the men depending on the situation which has developed. Here is an example.

Concluding lessons were being conducted in the unit. The subunit with which the propagandist was found was accomplishing difficult tasks. The fate of the socialist obligations which were assumed by the subunit's collective depended on the men's skillful and dexterous actions. Being among the attackers, Senior Lieutenant V. Mileshtkin wrote a printed news flash and transmitted it along the skirmish line. "We are accomplishing a mission on the land of fraternal Czechoslovakia, on the land which was abundantly drenched with the blood of our fathers and grandfathers," the men read. "Fierce battles took place in this area. Here our fellow-Guardsmen utterly defeated a big Hitlerite force...." Then the news flash called on the men to be the equal of the frontline fighters in everything and to accomplish their patriotic and international duty with honor. The news flash had a positive influence on the men and strengthened their resolve for the exemplary accomplishment of the mission sparing neither strength nor energy. They received a high grade for the tactical exercise.

It is typical that here warrant officers [praporshchik] and sergeants are involved in political-indoctrinational work with the men. For example, Warrant Officer Aleksey Il'in, initiator and organizer of many measures to strengthen the combat collaboration with the men of the CPA, is well known in the unit. The young communist is an expert of combat and political training and his platoon is the leader. At the end of the last war the warrant officer's father, now a sergeant in the reserve, fought the fascist aggressors at these spots. The frontline fighter's son is continuing his father's deed in a worthy manner, and he has much to tell his comrades in arms.

Experts of training Sergeants Konstantin Gorbunov and Boris Ivanov and Junior Sergeant Arystan Zhusupov and others are also taking an active part in this work.

The joint actions of the men of the CGF and CPA on tactical exercises, camp assemblies, and lessons are a good school for the international indoctrination of the personnel. The experience accumulated in the unit where officer V. Kirillov serves is interesting in this regard.

Here is how this work is organized on joint subunit exercises. Prior to their start, a meeting of Soviet and Czech servicemen took place in the course of which they competed in the accomplishment of norms, exchanged experiences in driving combat vehicles, and attended a concert by amateur artists of the Officers' House. The Czech variety ensemble reciprocated with a concert.

As early as in the preparatory period, efficient contacts were established between the commanders and political officers of both units. In the course of the exercise, these ties were expanded. Friendly meeting of Soviet and Czech soldiers took place in the field, combat coordination was worked out, and mutual support and assistance under field conditions were rendered.

Museums and rooms of combat glory are making a large contribution to the cause of the personnel's patriotic and international indoctrination. In their exhibits, a leading place is occupied by materials on the 25th CPSU Congress, the combat traditions of our Armed Forces, and the friendship, brotherhood, and combat training of the armies of socialist states. Using a wealth of factual material, the propagandists acquaint the men with their brother-soldier heroes and tell about their selfless struggle for the liberation of Czechoslovakia and other European countries enslaved by fascism.

Interesting and exciting measures are conducted in the memorial, "Brotherhood in class, brotherhood in arms." It has already been visited by about 300,000 people including tens of thousands of Czech civilians and men of the CPA and 36 delegations from other socialist states. Member of the Politburo of the Central Committee CPSU, Minister of Defense of the USSR, and Marshal of the Soviet Union D. F. Ustinov left the following note in the memorial's book of honored visitors: "The exhibits assembled in the memorial and the documents of the Great Patriotic War are shining evidence of the heroic exploits by the Soviet servicemen who liberated Czech soil from the fascist aggressors and an example of their accomplishment of their international duty."



"Men of the Central Group of Forces, preserve and add to the combat traditions of your fathers in the routine of soldierly labor, be worthy of combat glory, and strengthen friendship with the fraternal Czech people and the men of the Czech People's Army."

Operating in the memorial is a study group, "Eternal Flame," whose members established a tie with the council of veterans of the 50th Guards Rifle Division which participated in the liberation of Czechoslovakia from the fascist aggressors. The members of the study group are conducting a correspondence with the families of fallen soldiers. For example, the parents of Private N. Tolsten' who was awarded the Order of the Red Star and died in the liberation of Czechoslovakia in 1945 were found.

Meetings of Soviet servicemen with servicemen of the CPA, competitions, and thematic soirees are also conducted here systematically.

There is much that is instructive also in the work of the museum of the Guards Motorized Rifle Irkutsk-Pinsk Order of Lenin, three times Red Banner, Order of Suvorov Division imeni the Supreme Soviet RSFSR. For example, a mobile exhibit has been created here and is constantly functioning. It is widely used for the conduct of talks, thematic soirees, and oral journals in the units under the slogan, "No one is forgotten, nothing is forgotten."

In the museum, the men become acquainted with the division's history and its combat path. Thus, the following thematic morning performances were conducted here for the new replacements: "Serve the motherland as V. I. Lenin willed" and "A solemn oath of loyalty to the motherland." It is with emotion that the men listened to stories about the exploits of their brother-soldiers and they stayed for a long time at the showcase devoted to Heroes of the Soviet Union.

Attention is merited by the work of the room of combat glory where the chairman of the council is communist A. Zheleznyakov. It has become a permanent place for ceremonial meetings of the men with unit veterans and participants in the war. The honoring of the winners in socialist competition and experts of combat and political training is organized here and Komsomol cards are issued here. Political lessons and thematic soirees are often conducted in the room of combat glory.

Displays, "The country in which you serve," are set up in each Lenin room. They reflect the achievements in building a socialist society in the CSR and the history and combat days of the Czech People's Army. International subject matter is widely propagandized in graphic agitation of military posts and training centers.

Political and artistic literature on the CSR has been selected in the libraries. Reviews of new books and evenings dedicated to the creativity of Czech poets and writers are conducted here systematically. The personnel of many libraries have established good contacts with their local colleagues. They help each other in propagandizing Soviet and Czech literature.

The multifaceted work of commanders, political organs, and party and Komsomol organizations on international indoctrination is finding a response in the hearts of the men and is manifested in their noble deeds in relation to the workers of the CSR. Often risking their lives and overcoming incredible difficulties, they render disinterested aid to citizens of the CSR during accidents and national disasters, saving their lives and property.

This is what happened, for example, when many rivers of Slovakia overflowed their banks and inundated villages on the banks. The local residents were in a difficult situation. The party and public organizations of Slovakia turned to the Soviet servicemen for help. For several days they fought the flooding together with residents of Slovakian cities and villages: they saved lives and property and participated in eliminating the aftereffects of the natural disaster. In this, our servicemen were examples of selfless bravery and valor, international solidarity, humanity, and unselfishness.

The railroad track was washed away and the telephone and telegraph system was damaged in one of the regions of the CSR. On the request of local organs of authority, the Soviet soldiers worked round the clock, helping their friends out of their misfortune. One of the railroad sections 25 Soviet soldiers and 10 Czech specialists worked as shock workers and restored a damaged bridge in a short time. According to the statement of the railroad management Private R. Kasumov, Private First Class V. Kirichenko, Sergeant V. Kanygin, and other Soviet servicemen operated especially well.

Or another example. A dam was washed away on one of the sections of a road. A catastrophic situation was created. It appeared that there was no way out. However, the Soviet commanders to whom their Czech friends turned found it.

A group of soldiers who were under the command of Warrant Officer A. Bindyuk together with subordinates of Captain of the CPA I. Piset began the work. The people worked without resting for a minute. When the mission had been accomplished, the Soviet servicemen assembled to depart. They were surrounded by local residents and were sincerely thanked for their help. "Dyakueme!" [as transliterated] they said. In these days the word "dyakueme!" which had become such a familiar Slovak word was heard everywhere, wherever the Soviet servicemen may be.

The party-state leadership of the CSR has a high evaluation of the contribution by the men of the CGF to the cause of strengthening collaboration. A Challenge Banner of the Society for Czech-Soviet Friendship has been instituted. It is awarded to the best unit of the CGF for work on international indoctrination and strengthening Soviet-Czech friendship. In 1977, the unit where officer V. Cherednichenko serves was awarded this Banner.

The work conducted on the patriotic and international indoctrination of the personnel and strengthening friendship with the workers of the CSR and combat collaboration with the men of the Warsaw Pact countries is having a beneficial effect on the accomplishment of standing missions and is contributing to the reliable defense of socialism's great achievements.

PHOTO CAPTION

A ponton crossing across the Laba River is being laid on joint exercises of the Central Group of Forces and the Czech People's Army. Operating smoothly and harmoniously, the Soviet and Czech servicemen are accomplishing a training-combat mission.

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CSO: 1801

## USE OF SIMULATOR FOR TANK DRIVER TRAINING DESCRIBED

Moscow ZNAMENOSETS in Russian No 5, May 78 signed to press 20 Apr 78 p 16

[Article by Engr-Maj A. Doronin: "An Effective Method of Instruction"]

[Text] \* Private A. Yermakov looked through the instrument prism at the road which ran swiftly beneath the tracks of the vehicle. And suddenly a sign appeared ahead indicating that it was necessary to turn away from the main path.

The driver-mechanic braked the tank and pulled back on the lever of the planetary turning mechanism. The vehicle began to toss about on the road's rough spots. Yermakov reduced the fuel feed. He heard the command of Sergeant D. Chorbadzhi in his headphones:

"Shif to a lower gear!"

Crossing a difficult sector of the route successfully, the vehicle again jerked forward....

Where did this take place? No, not on a training field and not in the tank driving grounds, but in the motor pool of one of the units, in one of the classrooms. Here, on dynamic motion picture trainers the future driver-mechanics acquire tank-driving skills under the most varied terrain conditions.

The trainer has been designed so that the impression is created in the trainee that he is in a moving tank. This effect is attained by placing directly in front of the driver-mechanic a screen on which a motion picture image of the terrain is projected. The trainee must drive the "tank" over the route of a landscape film. The trainer cab can move with the aid of hydraulic drives in vertical and horizontal planes depending on the actions of the driver-mechanic and a change in the terrain image on the screen.

The training site of the driver-mechanic is equipped exactly as the tank driver's compartment, and the simulation of engine noise corresponds to actual noise.

In driving the "vehicle," the student actuates the drives whose mechanical displacements are converted to electrical signals by means of special sensors. These signals are transmitted to an analog computer (AVU) and logic and relay units and they also go to the control panel.

In addition to signals from the control drives, the analog computer receives data on the road profile and angles of turn of the route from a moving motion picture film. They are compared in the AVU, and from there a control signal goes to the motion picture projector and the trainer's electrohydraulic drive. This signal determines the rate of the film's rewinding, that is, the rate of movement and the vertical and horizontal vibrations of the "vehicle."

At the control panel, the instructor has instruments and light signals which permit him to monitor the actions of the trainee and to introduce corrections into the movement conditions, simplifying or complicating the route.

...The road again went over heavily broken terrain, but sitting at the levers, Yermakov drove the tank "smoothly," selecting the gears skillfully.

Sergeant Chorbadzhi decided to check the student's reactions and when a long rise appeared on the screen in the direction of the route he turned on the toggle switch on the control panel which meant "Sandy soil." The required signal went to the AVU and the "tank" engine immediately began to operate under strain while its rpm's began to drop. Noting the sudden change in the conditions of movement, Yermakov engaged a lower gear and reduced the vehicle's speed. The operation of the power plant stabilized.

"Well, the student is working fairly well," the instructor-mechanic decided.

After a time, he issued a new special situation: on the thermometer which records the temperature of the engine coolant the readings increased smoothly to +105°C. The driver-mechanic reacted without delay: he shifted to a lower gear and increased the engine rpm's.

"Good work, Yermakov," the instructor noted to himself. "He drives the vehicle skillfully and is able to follow the instrument readings...."

Great opportunities are to be found in the training of students on dynamic motion picture trainers. The same exercises can be worked out on the trainers as on real tanks, beginning with preparations to start the engine and ending with driving under difficult terrain conditions.

A certain procedure has been developed in the unit for training the driver-mechanics with the use of these trainers. First, the students become familiar with the principles of driving a combat vehicle and driving skills are instilled. This is attained by brief independent drills of the men under the control of instructors. Here, primary attention is devoted to working out the student's skills and reactions to a change in road conditions.

The driver-mechanics have the opportunity to check some of their actions independently. Thus if, in starting the engine, the trainee is negligent, for example he forgets to pump oil into the engine using the MZN oil pump or he does not place the hatch lock on the catch, the engine will not start (the trainer will not operate). On a real tank, of course, the power plant can be started without turning on the MZN. But this will lead to the premature failure of rubbing parts, that is, to a reduction in the assembly's period of service. Thus, in working out a certain automation in his actions during training on the motion picture trainer, the driver-mechanic will no longer commit such errors on a tank.

In working out driving over a path on the trainer, the trainee constantly listens to the commands of the instructor who prompts him when it is necessary to shift gears or change the speed of the "vehicle" conforming to the road on the motion picture screen. The driving conditions are made easier on the first lessons: the resistance factor corresponds to dry ground. Therefore, the trainees shift gears boldly and the engine does not stall even on a comparatively difficult route.

The students improve their acquired skills on subsequent lessons--they learn to drive the "tank" at high speeds crossing roughness in the road smoothly. In addition, the instructors teach their pupils to change the "vehicle's" conditions of movement correctly and in good time depending on the load on the power plant and the instrument readings.

All of the trainees' errors are constantly recorded on the control panel: the movement of the "tank" outside the limits of the path, tardiness in engaging the required gear, and so forth. A special instrument determines the "vehicle's" average speed of movement. After working out an exercise, the instructor must conduct a critique of the errors committed by the student.

The unit's training classroom contains 10 dynamic motion picture trainers. Therefore, subunit commanders are granted a real opportunity to organize the lessons in the same sequence as on the tank driving grounds. One group of students may work out practical driving, another may study the driving principles and rules, while a third drills on the mechanical rocking trainers. In this regard, the throughput capacity in the training classroom is twice that on the tank driving grounds.

The trainer is especially useful for the primary training of the men. Actually, the instructor who is seated at the control panel sees all of the student's errors and has the opportunity to stop the "driving" at any moment and provide the necessary explanation. He can complicate the route or have the student cross the same difficult terrain sector again (by reversing the motion picture film).

By going through training on the motion picture trainer, the driver-mechanics adapt to the tank after moving 3 or 4 kilometers and they demonstrate high driving results on the tank driving grounds. On the other hand, without such

preliminary training, as a rule the students must travel 50-60 kilometers on a tank before they learn to shift gears without killing the engine.

The motion picture trainer helps not only novices, but also driver-mechanics with experience. The following experiment was conducted in the unit. Just before a long march a group of tankers worked out 50 kilometers each on the trainers. After the march, results were summed up and it turned out that the driver-mechanics who had gone through the drill demonstrated higher average speeds of movement.

Of course, the manufacture of such effective trainers is not inexpensive. But they pay for themselves even after a year of operation through the savings in the motor potential of the tanks. And this is easy to explain. The motion picture trainers are "fed" with electric power whose expenditure during an hour of operation costs kopecks. But the consumption of fuel and lubricants on a tank during this same hour is estimated in rubles rather than in kopecks.

The employment of technical means of instruction permits the men to develop firm skills for the correct operation of equipment and results in a considerable reduction in the nonproductive expenditure of motor potential of combat vehicles. This reduces the deadlining of tanks for repair and, consequently, ensures high combat readiness for the subunits and units.

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## COMMENTS ON NATO TRAINING FOR COMBAT IN MOUNTAINS

Moscow ZNAMENOSETS in Russian No 5, May 78 signed to press 20 Apr 78 pp 38-39

[Article by Col N. Semenov: "Combat in Mountains"; based on materials in the foreign press]

[Text] The American command is devoting much attention to training the ground force subunits in operations under special conditions: in the mountains, in the jungles, under desert conditions, in the northern regions, and in populated places. In particular, the new Field Regulation of the U.S. Army notes that combat operations in mountains require special armament and are conducted along separate directions. Mountain terrain hampers maneuver, communication, and supply and reduces the effectiveness of weapons since cliffs and steep precipices are natural cover from fire. Steep slopes limit observation and create considerable dead spaces. During battle in mountains, the role of weapons which are able to fire at large angles of elevation--field artillery, mortars, hand- and rifle grenades--is increased. Maneuverability is reduced considerably in mountains.

The journal of the U.S. infantry, INFANTRY, includes a number of other factors among the special features of operations in the mountains. Thus, rarefied air hampers breathing and special footwear and equipment are required for movement. A rapid change in the weather may quickly transform accessible routes into those which can be passed with difficulty or impassable routes. The movement of snow avalanches depends on the weather. Special attention is devoted to radio communication. If the radios are located on reverse slopes in relation to one another, it is not possible to establish communications even at a distance of 100 meters. The possibility of laying roads, hasty roads, and pedestrian routes and the use of wheeled and tracked vehicles depends on the general configuration of the mountains. The helicopter payload is sharply reduced, and ascending and descending currents which can lead to landing accidents are dangerous for them.

There are also a number of special features in the employment of nuclear weapons. The journal INFANTRY believes that their tremendous combat potential may prove to be a boomerang in the mountains. The great variety in heights makes calculations for the employment of nuclear weapons approximate. The shock wave in a mountain area may cause landslides, avalanches, and so forth.



In the mountains, the opportunity for mutual support of adjacent subunits is often excluded. It is difficult to maneuver reserves and commit them to action in good time. Small subunits have great capabilities for surprise and bold actions and for deceiving the enemy.

These subunits, which have been trained for mountain operations, can hold up the movement of the enemy main forces, divert them in a previously planned direction, and force them to deploy and accept battle in a position which is disadvantageous for the enemy. The soldiers must be trained for the conduct of battle on narrow and winding roads and footpaths under roadless conditions, on steep slopes, and in ravines. It is presumed that the main burden of battle in mountains lies on the shoulders of the infantry and motorized infantry.

Proceeding from the special features which have been listed, the American military specialists believe that combat operations in the mountains require a high degree of decentralization, and this means that responsibility for the conduct of battle is shifted to the noncommissioned officers and junior officers who are required to display initiative and high professional ability. Despite the difficulty of mountain operations, it is believed that units and subunits can both defend as well as attack successfully.

In the opinion of the American command, depending on the mission, nature of the mountain relief, and the capacity of the directions which are accessible for enemy attack the width of a battalion defense zone may reach up to 5 kilometers. A company defends a strong point with a frontage of 1500 meters, and a platoon--up to 500 meters (Fig. 1) [not reproduced]. The depth of defense of these subunits depends on the terrain relief.

As a rule, the combat formation of the subunits is organized in one echelon with the allocation of a strong reserve. The subunits are organized in two echelons when defending on a mountain plateau and in broad valleys. In the defense, the infantry company and platoon may be reinforced by tanks, anti-tank guided missiles [ATGM], artillery, mortars, combat engineers, and other forces and equipment.

The American command believes that in the defense the strong points must cover all enemy routes of advance; cover routes of communication in the depth of their defense which can be used for the maneuver of reserves as well as for material and technical support; have natural barriers on the flanks in the form of defiles and precipices and ensure fire on the approaches to the friendly FEBA [forward edge of the battle area]; conduct all-around defense; and ensure the mutual support of the subunits and the organization of observation of all enemy routes of approach.

As a rule, the defense in the mountains is occupied on the commanding heights with the FEBA on advantageous natural lines along the slopes of hills facing the enemy. The defense is not organized in a continuous line but in separate company and platoon strong points which have been prepared for all-around defense and have fire coordination with each other. Wire obstacles

and minefields are emplaced. Combat outposts are sent out ahead. Patrolling is organized in the intermediate strong points and on the flanks and various obstacles are erected. Ambushes are widely used, especially on covered approaches.

Special attention is devoted to the engineer improvement of strong points. Foxholes and other structures are made so that they provide protection against weapons of mass destruction and the inflow of liquid fuels. Stone or timber obstructions are constructed toward their approaches.

Weapons in the strong points are arranged in tiers, both on the slopes of heights facing the enemy as well as on reverse slopes so as to ensure destruction of the enemy on distant approaches as well as with flanking and close-range concentrated fire and so that there are no deadspaces in front of the FEBA and on the flanks.

The journal MILITARY REVIEW, in expressing the viewpoint of American military specialists, stresses that howitzer-artillery and mortar fire is used to destroy the enemy on the reverse slopes of heights and in gorges, valleys, and other covered places as well as in the gaps between strong points. If the forward slopes are too steep, the depth of the defense is increased by placing weapons emplacements on spurs which project to the front. These emplacements are intended for the conduct of flanking fire.

The journal ALLGEMEIN (FRG) believes that defensive battle in the mountains is characterized by a high degree of activity and depends to a great extent on the initiative of subunit commanders and the persistence of each soldier.

Attached tanks and ATGM's are used in the strong points of companies and platoons which are defending defiles, the edges of forests, and crossings over mountain rivers. They occupy firing positions in places from which they can fire long distances.

The destruction of the enemy begins on the distant approaches by the weapons of the senior commander. The combat outposts force the enemy to deploy his main body and bring it under flanking and close-range concentrated fire. The enemy attack is repulsed by all weapons.

When the enemy penetrates into the depth of the defense, the subunits must hold the important commanding heights, mountain passes, road junctions, and crossings over mountain rivers stubbornly, even when completely encircled, and limit the maneuver of his reserves. It is recommended that counterattacks be conducted from above downward along the most convenient and advantageous directions.

The American regulations also provide for such a type of combat operation as withdrawal. It is believed that in a withdrawal the defending subunits must detail the men and equipment necessary for the conduct of delaying actions. The necessary amount of automatic and antitank weapons must be attached to these subunits.

In an attack in mountains, combat operations disintegrate into individual isolated centers, hindering control. The capture of the commanding heights as intermediate or final missions becomes the basis of the plan of the platoon and company commander and the higher commander.

It is recommended that the attack in mountains be conducted along ridges, avoiding natural and narrow routes of approach which are usually mined and the organization of which presents no difficulty for the enemy. It is considered most expedient to attack along the spurs of ridges rather than along gorges because in an attack along gorges the subunits suffer great losses in personnel and equipment.

The foreign specialists believe that it is expedient to conduct a frontal attack under night conditions without a preliminary artillery preparation, and any small success must be developed into a general pursuit. It is most expedient to use subunits which are in reserve for the pursuit of the enemy.

Thus, we see that the military specialists of the armies of the imperialist states, in filling the social order of the money-bag bigwigs, are training their troops for operations under various climate and geographic conditions to include the mountains.

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## NAVAL TRAINING ACTIVITIES DESCRIBED

### Radar Operator Training Described

Moscow ZNAMENOSETS in Russian No 5, May 78 signed to press 20 Apr 78 p 8

[Article by WO V. Kazanov: "School of Skill"]

[Text] The operating equipment sounds monotonously at the command center. The relays are clicking in the customary manner in the "racks." The indicator lights are shining softly. The beam of the sweep is running around the radar screen, lighting up the targets and the rugged shore....

The radar operator-observers are having a lesson on the subject, "The purpose and operating principles of the transmitter." First, the seamen studied the structure of individual assemblies and units and examined the special features of their operation. Today's lesson is a unique summing-up of the results on what has been covered and, as considered by Petty Officer 1st Class N. Balobin who conducted the lesson, the next stage in improving military skill.

In what ways does Nikolay Balobin lead his subordinates to the competent and reliable servicing of their establishment? For both a first class specialist, Petty Officer 2d Class A. Istrati who will soon be released to the reserve, and Seamen Ye. Gruzdev and A. Zhernovnikov, third class specialists who have served on the ship for less than a year, work skillfully at the command center.

In my opinion, the work style of Petty Officer 1st Class Balobin can be defined as follows: an integrated method for indoctrinating and training his subordinates. Here we find special individual work with the seamen, the well thought out organization of the conduct of the lessons, an intelligible explanation of the rules for operating the equipment, and much more. And when a person looks upon his work with feeling and the proper measure of responsibility, he constantly looks for and finds the methods for increasing professional skill, both his own as well as that of his fellow servicemen.

Aleksandr Istrati, for example, came to the ship together with Nikolay Balobin. They began to study the difficult equipment simultaneously. However, it turned out that Aleksandr was not in the section for a time. And when he returned, he saw how far ahead his comrades had marched.

It is always difficult to catch up, especially alone. And if the hand of assistance is extended to you at this moment, you want to pay back a hundred-fold for friendly concern. This is just the reaction which Balobin encountered when he began to work with Istrati individually. Joint work on the equipment, a profound study of the instructions, command attention, and a diligent attitude toward the matter of the subordinate himself stood service in good stead. The skill of the seaman grew from day to day. Knowledge and skill came to him. Petty Officer 2d Class Istrati became a first-class specialist.

Now, in turn, Aleksandr is working with Seaman S. Smirnov and is skillfully transferring his obtained knowledge to him. Once, on a lesson when the amplifier unit was being studied, he called the seaman's attention to one of the stages. In it, a radio tube was operating in the mode of forced cooling.

"Check this tube a little more often," said Istrati, and he presented an instructive case from practice.

The ship was accomplishing a combat-training mission. Target data were continuously required. Suddenly the image on the screen disappeared. The radar operators began a hasty search for the malfunction, looking through different versions. Only in the last phase did they turn their attention to the tube cooling system. It turned out that the failure occurred due to the disruption of the tube's cooling conditions.

"Remember, there is nothing secondary in our equipment," Istrati concluded his story.

Nothing secondary! Chief of section N. Balobin leads his subordinates to this conclusion from their first days of service. But the main thing, in his view, is for the seaman himself to draw this conclusion. And this can be achieved only by the profound study of the equipment.

Success in training seamen comes most rapidly with the commander's individual approach to each subordinate. This is how it was with Seaman A. Zhernovnik before whom the chief of section opened the secrets of firing skill. And Seaman Ye. Gruzdev found it difficult to study the equipment. The commander helped his subordinate here, too.

On the ship, Petty Officer 1st Class N. Balobin and Petty Officers 2d Class K. Pokrysh and V. Paskal' are rightly considered to be some of the best leaders of lessons in their specialties. A special printed news flash was devoted to them which told in detail about their work experience.

Prior to the start of the lessons, Balobin was concerned that the training materiel was prepared ahead of time and that assemblies difficult to reach were opened. This saves time and, moreover, the trainees' attention is not distracted. In checking the seamen's abstracts, he looks for the completeness and clearness of the notes. For a competent abstract is a good help in independent training. The petty officer first-class himself keeps his work book

in an exemplary manner: the notes are legible and the basic thoughts and conclusions stand out.

When he is off watch, Nikolay can often be seen with a book in his hand. He loves not only artistic literature. He thoughtfully reads technical books and journals. He has a secret wish--to enter the Moscow Higher Technical School imeni Bauman after service in the Navy.

Balobin enjoys great authority. His comrades elected him to the Komsomol bureau.

An important event occurred recently in the life of Petty Officer 1st Class Nikolay Balobin: the ship's communists unanimously accepted him as a candidate member of the CPSU. The leading serviceman is proving by deed that he did not link his fate with the party by chance. He is devoting even greater attention to the growth in the professional skill of the seaman. The collective has supported his proposal: to see that each man becomes a second-class specialist in his first year of service and a first-class specialist in his second year.

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#### Instructor Training-Methods Course Described

Moscow ZNAMENOSETS in Russian No 5, May 78 signed to press 20 Apr 78 p 15

[Article by Capt 2d Rank V. Nikolayev: "That's How a Methodologist Begins"]

[Text] The cadets of the Naval Technicians' School who were designated to conduct lessons in specialties arrived at the methods office for an instructors' conference led by Captain 3d Rank A. Glotov. Cadet A. Stadnik was to report first. He told in detail how he prepared for a regular practical lesson, what he studied, and which actions he worked out. It was felt that he has good knowledge. He presented a lesson abstract which set forth compactly the essence of the problems being studied, presented a time calculation, named the necessary training aids, and indicated assignments for the men for independent training.

Formally, the instructor had sufficient grounds to approve the lesson plan and permit the beginning instructor to conduct the lesson. However, officer Glotov is an experienced methodologist. He turned his attention to the fact that the cadet did not formulate the training goal correctly. It was, "Repetition of material which has been covered and working out actions for servicing an assembly." It should have been made more specific--"To consolidate knowledge on the construction of an assembly, work out actions on its inspection, preparation, start-up, and stopping, and study the special features in servicing during operation and precautionary measures." The instructor recommended to the cadet that he report on how he would check the mastery of the material being studied.

And here it became clear that he had thought the lesson through poorly and did not envision the problem of typical malfunctions of the assembly and what

would occur if the trainee does not satisfy various requirements of the instructions on operation of the mechanism. It also turned out that the cadet did not completely understand the procedure for drawing the men into active participation in the discussion. The officer explained to the future warrant officer [michman] what must be done to eliminate these and other criticisms and he designated a new time for a report on readiness for conduct of the lesson. Running ahead, let us say that the cadet accomplished these directions of the officer conscientiously and he conducted the lesson on a good methodological level.

A thorough check of the cadets' readiness for the conduct of lessons on combat training and the subsequent briefing is one of the necessary conditions for effective training and instilling the necessary methodological skills within the school's walls.

The teaching of procedure begins with a theoretical course. Experienced teacher methodologists thoroughly explain the basic requirements, rules, and the procedure for the preparation and conduct of lessons and drills in specialties, damage control aboard ship, vulnerability of weapons and technical means, and on subjects of drill, physical, and other types of combined-arms training. The instructors also include in the lecture a talk on the psychological features of seamen at each stage of one or another type of combat training, and they profoundly disclose the necessity for the swift satisfaction of the procedure's basic requirements.

An extensive system for working out methodological skills exists for the practical consolidation of the knowledge which has been obtained. First, the cadets learn to draw up lesson plans on various subjects of special and combined-arms training. Here, special attention is devoted to developing clarity in the formulations of the subject itself and its subsections, the lesson's training goal, and to the ability for accurate calculation of time to study the assigned problems. Individually prepared plans are evaluated as check work. Remarks are inserted in them. However, naturally it is not always possible to present them in detail. Moreover, as a rule many of them are of a general nature. It was decided to conduct a collective discussion of the plans. This method justified itself. It is especially successful for officers Yu. Klepenin, A. Glotov, A. Fedulov, and A. Fedorov.

At the next stage of development of practical skills, the cadets are assigned a specific subject from the next lesson to work out; the lesson is to be conducted with comrades of the junior course. The future warrant officers, using literature and graphic aids which have been assembled in the methods office, reinforce their knowledge and prepare an expanded lesson plan. Experience has shown that in the course of preliminary training it is useful to conduct methodological conferences, check questionings, and checks of the results of independent work with cadets as we saw using the example of Cadet Stadnik. In this same period, demonstration lessons and drills are conducted for them. This permits the beginner methodologists to have a deeper understanding and to feel personal responsibility for the quality of the men's training.

Cadet A. Moysya prepared well for the conduct of lessons on specialties on the subject, "The purpose and design of pump N." At the methodological conference, the cadet reported thoroughly on how he will begin and conduct the lesson and he presented a substantiated calculation of the time allotted for the study of each question. It was felt that the seaman has good knowledge and a profound understanding of methodological requirements.

For example, the cadet was not troubled by officer Fedulov's question on how the group leader should proceed if, in the course of the lesson, the men ask him to tell about the design of one of the pump units. Moysya answered that the training goal of the lesson is to give the personnel knowledge of the purpose and design of the pump as a whole. If he permits himself to dwell on an explanation of the construction of each unit in greater detail than is proper, he will not be able to conform to the allotted time and disclose the questions which have been posed. Therefore, he will avoid wordy explanations on the construction of the unit, will tell only about its purpose, operating principle, and design execution, and will continue the lesson in accordance with the contemplated plan.

The officer remained satisfied with the cadet's level of preparation for the lessons and recommended to him that he formulate more precisely questions from the answers to which he will be able to check how the men are mastering the material being studied.

On the following day Cadet Moysya conducted the lesson. Implementing the methodological recommendations, immediately after the personnel fell in for lessons he inspected the men's external appearance and placed them alongside the mechanism to be studied in a convenient manner. Just as was called for by the plan, having questioned the cadets he began the presentation of a new subject. In the course of the talk, he successfully used prepared diagrams of various pumps, bringing them forward for review at the moment when the design of these mechanism parts was discussed. The explanation was well assimilated by the men. This was also confirmed by the check questioning of the group. They were active and answered the questions which were posed confidently. The instructor noted this with satisfaction when summing up the results of the lessons.

On that same day, Cadets I. Shchelchkov, A. Chubatyy, A. Kondrakhin, V. Savko, and other comrades coped successfully with their training assignments and conducted lessons in the groups well. On the methodological critique of the lessons the instructors expressed to the young leaders their criticisms and recommendations which were directed toward the further improvement in the effectiveness of the men's training.

Each cadet in the educational institution goes through this school for the acquisition of methodological skills. The last stage in the development of the future warrant officers' professional skill is probationary work aboard ship which they perform on the eve of graduation from the school prior to state examinations.



The graduates of the Naval Technicians' School enjoy good fame in the fleet. Now comprising the main part of the specialists of their category and tested by difficult service on long ocean voyages, they are reliably accomplishing important duties on the assigned sectors. Many have received government rewards and awards by commanders and senior chiefs, have won the right to be called the best specialists in their units and large units, and have become acknowledged masters of their trade. They include Warrant Officers V. Moiseyev, I. Lopatin, M. Banket, A. Sverbeyev, N. Shornikov, and others. And each of them gratefully remembers their teachers who managed to transmit a wealth of practical experience to them and arm them with an effective means for a further increase in the quality of the personnel's combat ability--with advanced methodology.

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## LEAVE TRAVEL REGULATIONS EXPLAINED

Moscow ZNAMENOSSETS in Russian No 5, May 78 signed to press 20 Apr 78 p 37

[Article by Col Yu. Mikheyev: "When You Go on Leave..."]

[Text] Warrant officers [praporchshik, michman] and extended-service servicemen who have received scheduled leave in accordance with the rules established in the Soviet Ministry of Defense and warrant officers [michman] and extended-service servicemen who are serving on submarines and are going to a rest home or sanitorium after long independent voyages have the right to military travel documents.

Warrant officers and extended-service servicemen who are going on scheduled leave and returning are issued military travel documents for passage in unupholstered sleeping cars of express and passenger trains from place of service to one of the points indicated in the leave form and return. Upon the desire of the serviceman, for the return trip from scheduled leave the documents can be issued from any other point if it is indicated in the leave form. Upon returning from leave, the serviceman is required to turn in the leave form with remarks about his stay at the point where leave was spent as well as the military tickets.

If there are railroad and through connections between the point of departure and the destination, it is permitted to issue warrant officers and extended-service servicemen travel documents for travel on scheduled leave by river or sea transportation. Servicemen who have received these documents for travel by railroad transportation can exchange them for military tickets for passage by river or sea transportation when the railroad departure and destination stations indicated in the military travel documents are adjacent to river- or seaports. In this case, the military travel documents which have been issued for travel in an unupholstered sleeping car are exchanged for travel on sea vessels in third-class cabins, and on river vessels--in second-class cabins. And if such accommodations are not available, then upon agreement of the passenger the ticket office can issue military tickets for river or sea travel with greater or lesser conveniences. In the former case, with the additional payment of the difference in tariffs, and in the latter case, without reimbursing the passengers for this difference.

If warrant officers and extended-service servicemen are granted leave due to sickness for a period of 30 days on the basis of findings by a military medical board with the issuing of a preferential sanatorium accommodation by a military medical institution, military travel documents are issued for the trip to the place of treatment and return regardless of their use for trips on scheduled leaves.

In drawing up the military tickets, the commission and insurance fees are paid out of personal funds.

Upon the departure of warrant officers and extended-service servicemen from military units of the Far East and Transbaykal Military Districts, the Pacific Fleet, and from those located in some rayons of the Siberian Military District military travel documents may be issued to them for air travel if they serve in units indicated in the appropriate list.

For those who serve in the rayons mentioned above and on islands of the Arctic Ocean, it is permitted to issue military travel documents for one member of the family with joint travel on scheduled leave and return if these servicemen are travelling on a combined leave for two years or, during the past year, they spent their leave at their place of service and, in this connection, did not use military travel documents. For the member of the family with joint travel on scheduled leave and return by railroad and water transportation, these documents are issued with the same travel conveniences as for the serviceman himself, and for air travel--only in the case where this type of transportation is the only means available.

Servicemen who have been transferred from nearby to remote areas acquire the right to obtain military travel documents for a member of the family for joint travel on scheduled leave and return in the second year of service in the remote area if they travel on a combined leave for two years of service in this area or, during the past year, they spent their scheduled leave at their new place of service and, in this connection, did not use military travel documents for leave travel. In this case, documents may be issued when necessary for one member of the family who is travelling with the serviceman and with separate travel. Persons who have the right to grant scheduled leaves to servicemen authorize the separate issuing of military travel documents.

In military construction detachments, cost-accounting production enterprises, and planning, surveying, and construction organizations the issuing of money for travel in lieu of military travel documents has been authorized. In the cases indicated above, the servicemen are paid the cost of travel for one member of the family. Upon returning from scheduled leave, the serviceman is required to present an advance report on the expenditure of these funds within a period of three days.

As is known, for travel to the place for spending scheduled leave and return which is in excess of the leave's duration, the time necessary for travel to the place of leave and return is granted. It is calculated from the

travel schedule of the type of state transportation (with consideration of transfers) for travel by which the serviceman has been issued military travel documents (funds). If the serviceman travelled on leave or returned by air transportation and the travel time was granted to him based on travel by other types of transportation, he is required to return from leave to his place of service with consideration of the time actually spent on air travel. The time for travel on leave and return by water transportation when rail transportation is available is calculated from the schedule for railroad transportation.

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#### ACTIONS TAKEN ON SERVICEMEN'S COMPLAINTS

Moscow ZNAMENOSETS in Russian No 5, May 78 signed to press 20 Apr 78 p 37

[Article: "Although the Letter Was Not Published"]

[Text] Warrant Officer [praporshchik] V. Kuznetsov complained to the editors that he had not received the pay due him for a long time. A check of this complaint upon our request was conducted by the finance department of the Red Banner Transcaucasus Military District. Major General of Intendance Service V. Kikhtenko informed the editors that the unjustified delay in paying Warrant Officer Kuznetsov his pay and appointment allowance during his change of station occurred because of the lack of administrative abilities of some of the officials in the unit where he serves. All payments due him have been paid. The unit commander has been given instruction that henceforth he is to ensure the payment of the monetary allowances prescribed by law at the established times under any conditions of combat training activity, while those guilty of red tape are to be disciplined.

Warrant Officer (Reserve) V. Zenin wrote the editors about violations of the procedures prescribed by the regulations when releasing him from active duty and about the inattentive attitude toward him. As was learned during a check which was conducted on the request of the editors, violations were actually committed. Lieutenant Colonel A. Yurkov reported to us that this occurred through the fault of officer I. Silayev who had a careless attitude toward drawing up the documents releasing Comrade Zenin to the reserve and that he had been disciplined. Now all the legal requests of Warrant Officer (Reserve) Zenin have been satisfied.

The pages of the journal have already explained in detail the cases under which warrant officers [praporshchik and michman] can be held financially responsible for a shortage in mess and kitchen dishes whose loss was discovered during the time when they were the mess duty officer. However, Warrant Officer N. Zentsov again poses this question in his letter to the editors and reports that money was allegedly unjustifiably withheld from his pay in a similar case. The editors' query was answered by Colonel of Intendance Service N. Putiy who reported on a second investigation which showed

that the deduction from the pay of Warrant Officer Zentsov for the loss of dishes which took place as a result of his careless performance of his duties as mess duty officer was accomplished correctly in accordance with the requirements of the "Statute on Financial Responsibility of Servicemen for Losses Caused the State."

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## FACILITIES AND PROGRAMS IN MILITARY SCHOOLS DESCRIBED

### Tashkent Higher Tank Command School

Moscow KRASNAYA ZVEZDA in Russian 6 May 78 p 3

[Article by Maj Gen D. Leonov, director of the Tashkent Higher Tank Command School imeni Twice Hero of the Soviet Union Mar Armd Trps P. S. Rybalko: "The Tashkent Tank School"]

[Text] The radio carries the familiar voice of the capital announcer throughout the post: "Moscow time is 6:00 am. Good morning, comrades!" But at the Tashkent Higher Tank Command School imeni Twice Hero of the Soviet Union Marshal of Armored Troops P. S. Rybalko, our day is already off to a fast start. The sun rises 3 hours earlier here.

As it climbs over the mountains it lights up the majestic pylon erected on the school grounds. The names of the heroes carved there glitter in gold. The list includes Lieutenant G. Skleznev, who earned his immortality in Spain, and Lieutenant V. Shalandin, who was glorious in battle at Kursk. Fifty-six of the school's graduates who became Heroes of the Soviet Union are listed here.

Our school is one of the oldest in the country. Its alumni helped defeat the White Guards, fought against the Japanese militarists, and took part in the desperate battles of the Great Patriotic War. Marshal of the Soviet Union S. L. Sokolov, Chief Marshal of Aviation A. A. Novikov, Army General A. P. Beloborodov, and other famous military leaders studied here. Throughout its history the school has trained many thousands of tank officers supremely devoted to the socialist motherland.

The glorious traditions of generations past live and thrive among today's students, the successors to those men. We are proud of the fact that alongside the school's Combat Banner is the winning banner of the military council of the Red Banner Turkestan Military District, awarded for achievements in socialist competition and training.

Becoming a tank officer is not so easy. Our tanks are constantly undergoing improvements, being outfitted with new instruments and equipment. Automation and electronics permit accurate fire while the vehicle is in motion and enable it to operate on land, in water, or under water, day or night. High speed and maneuverability, excellent traction, and strong armor characterize a modern tank. It is no accident that our students study higher mathematics, physics, and theoretical mechanics, and that our graduates are awarded an engineering diploma in the operation of caterpillar and wheeled vehicles.

Tank officers must combine high moral, political, and combat qualities with a thorough and comprehensive knowledge of their specialty and solid practical skills. But they must also be able to train and lead their men. This means that our students must master Marxist-Leninist theory, party political indoctrination techniques, and military teaching methods and psychology.

Everything has been done to enable our students to acquire the necessary knowledge and practical skills. The weaponry class, for example, is equipped with working models and a simulator that uses film to enable the students to practice firing various types of weapons in any kind of weather. The equipment allows an entire group of students to train on it at once. Each of them can evaluate his performance objectively and see the reasons for his mistakes.

Technical training, monitoring, and information equipment is also widely used in the other classes and laboratories, and the field equipment also meets all the modern requirements. This is to be expected. Today's tank crew member is trained and tested under conditions approximating as nearly as possible those of actual combat. Field exercises are particularly important for future officers.

However, in our case the word "field" is relative. Practical training usually takes place in the mountains and the desert under significantly more difficult conditions. But none of the students complains. They know that the harder the training, the easier the fighting.

Once they go out on a training exercise in the mountains or the desert, the students see for themselves the remarkable qualities of our fighting machines. "Our tanks go where the deer and the camel do not," they repeat with pride. And that kind of pride strengthens their affection for the equipment and makes them want to study it even harder in order to master it.



There is much to be said about the equipment. But our main resource is people: commanders, political officers, instructors. Colonels M. Shutov, V. Samokhin, and I. Lipovoy, Lieutenant Colonels B. Mineyev and P. Shuster, and Major G. Shchepotkov have a wealth of practical and professional experience. Before coming to the school they served in garrisons near and far, commanding subunits (podrazdeleniye) and working on staffs. Now they are passing on their knowledge to the young, devoting all their efforts to the noble and demanding task of training new officers.

And every year we all come together to send our students off to the troops. So it will be this summer. Our graduates will scatter to the four corners of our immense motherland. Their assignments have not yet been decided. However, many of them are already asking to be sent, if possible, to the Far East and to Siberia, beyond Lake Baykal. In other words, they want to start out as officers where conditions are the hardest.

A new group of young men will come to replace the graduates. At first they will be shy. But along about the second half of the year they will get accustomed to the strenuous pace and develop confidence in their own abilities. Of course, the training will not come easy to them. But they will manage.

Students M. Akbarov, V. Kholopov, and M. Mansurov were freshmen once. They no doubt had their share of problems too at first. Now, however, Master Sergeant Akbarov has a Lenin Scholarship, Mansurov has been awarded an M. V. Frunze Scholarship, and straight-A student Kholopov has been elected to the Soviet of People's Deputies. All three are communists, and highly respected by their comrades.

Many other names could be mentioned, but quantity is not the point. The strength of our school lies in the solidarity and unity of the entire collective. The youths of 32 nationalities now study here, and all are true sons of the motherland, ready to rise to her defense.

Engels Air Defense Missile School

Moscow KRSNAYA ZVEZDA in Russian 11 May 78 p 2

[Article by Maj Gen Arty V. Soldatov, director of the Engels Higher Air Defense Missile Command School: "The Air Defense Missile School"]

[Text] We have a small but, in my opinion, very important course at the Engels Higher Air Defense Missile Command School called

"Introduction to the Specialty." It acquaints students with the peculiarities of serving in the country's PVO forces, the principal stages of their development, the combat equipment available to today's defenders of the skies of the socialist motherland, and the history and traditions of our school.

The young men listen to the instructors, inspect the classrooms, study halls, and laboratories, and get a better idea of what a missile officer is and the enormous responsibility that he bears. They come to understand why he needs higher mathematics and physics, electrical circuit theory, pulse technology, and the many other subjects in the school's curriculum.

And the introductory course has one other important aim. In addition to their study of the complex procedures and equipment of modern warfare with an airborne enemy, the future lieutenants also begin immediately to learn how to train and lead their men. Without that, no officer can carry out his responsibilities.

There is much to learn in the time that the students spend at the school, and everything has been done to create a fruitful learning environment for them. The departments have a wealth of equipment which is constantly being upgraded and renovated.

Not long ago, for example, the officers of the department of special tactical training finished setting up a new training complex. It is equipped with mechanical instruction aids and electric display stands to simulate every stage of combat operations, enabling students to practice solving tactical and firing problems.

Almost all the equipment was assembled by hand. The students took an active part, but the leading role, of course, was played by our instructors. Engineer-Colonel S. Neustroyev, Candidate of Technical Sciences and director of one of our leading departments, did much of the work. Engineer-Lieutenant Colonel R. Vorob'yev, who heads the radar equipment department, also did a lot. Engineer-Colonels V. Smolin, V. Golovko, A. Kovalev, and many of our other instructors are always looking for new ways of doing things. All of them have a great deal of experience. They know their specialty inside out and keep in constant touch with the troops.

So-called flow charts are now widely used in air defense missile subunits (podrazdeleniye) in running operational checks on equipment. They were developed at a time when our instructors were trying to find the best way to teach the students how to service combat equipment.

They decided that the trainees needed to be freed of the necessity of reading the instructions in a textbook. How? By depicting the sequence of operations graphically. One look at the flow chart would immediately reveal what needed to be done and in what order. For their work in this area, Engineer-Lieutenant Colonels V. Makashov, V. Gorodnev, and others were commended by the commander-in-chief of the country's PVO forces, Marshal of the Soviet Union P. Batitskiy.

The flow charts are a special case, of course. Our overall effort is to make sure that the students learn something new for every hour of instruction. This applies not only to military and specialized information. Ideological education was and is a priority item for the future officer. The students study Marxist-Leninist theory, the history of the Communist Party of the Soviet Union, the materials of the 25th CPSU Congress, and the subsequent party and government decisions aimed at further strengthening the power and defensive capability of the socialist state. The social sciences department plays the leading role in this important area.

All our classes and training sessions instill a sense of high responsibility and pride in belonging to the country's PVO forces, which are on the front lines in peace as well as war.

The close relationship between training and character building is common nowadays, but particularly when it comes to training future missile officers for combat duty. We devote special attention to this problem, for when a young lieutenant arrives at his first post he will not have time to "adjust."

The school has created a field training center to give students the solid practical skills required for combat duty. Conditions there are identical to those in any air defense missile unit (chast'). True, the personnel are only carrying out a training mission, but the commanders, political officers, and instructors do everything they can to create an authentic atmosphere of combat.

For example, take the solemn ritual of going on duty. Students have often told me that never before have they ever experienced such an exciting moment. When they hear the order, they brace themselves to carry out their assignments unconditionally. They are at a peak of watchfulness.

During the exercises, when the targets appear on the indicator screens and when the teams pick up the strenuous pace of combat operations, the students begin to get a particularly good idea of the kind of responsibility that rests on the shoulders of the

defenders of the skies of the motherland. So what if the target is hypothetical: everyone knows that it must be quickly spotted, accurately tracked, and "destroyed" without fail at the assigned moment. The final result depends on the efforts of all together and each one individually. These are the moments when character and will are hardened and when the officer's role in the country's PVO forces is fully appreciated.

The students returning from the field training center are often tired, but satisfied. They should be, because there they have every opportunity to test themselves and to show what they can do. If any shortcomings were revealed, there is still time to correct them.

Our graduates will soon spread out to the ends of an immense country; and I am convinced that, once on duty, they will remember the city on the Volga, the open steppes, and the school in which they began their journey toward the heights of military expertise, the mastery of the difficult and honorable profession of defender of the skies of the socialist homeland.

And, as always, we will be waiting impatiently to hear from them. It is important for us to know how they are getting along in their first command and what more we need to do to give the graduates of the Engels missile school a feeling of confidence as they go on watch.

#### Leningrad Higher Naval Engineering School

Moscow KRASNAYA ZVEZDA in Russian 18 May 78 p 2

[Article by Engineer-Captain 1st Rank A. Uvarov, director of the training division of the Leningrad Higher Naval Engineering School imeni V. I. Lenin: "Journey to the Sea"]

[Text] The map of the Pacific Ocean is girded with innumerable dotted lines. These are the distant cruising routes of our warships. Today the flag of the Soviet Navy can be seen at the edge of the Arctic ice and on the blue waters of the tropics.

The watches change, days go by, weeks.... At any hour of the day or night, our ships are ready to come to the defense of the socialist motherland. And to a large extent, this readiness depends on the mechanical engineer.

On any ship, the mechanical engineer is one of the commander's closest assistants. He is responsible for the proper maintenance, repair, and adjustment of hundreds of mechanisms. Survival, underwater work, and much more depend on him. A naval engineer

must have a broad, thorough knowledge of his specialty, solid practical skills, and the organizational ability to ensure that his men work smoothly together on a long voyage and perform bravely and skillfully in battle.

Difficult? By all means! But the sea loves the strong and steady, and youth has never been afraid of difficulties. Maybe the romance of the sea comes from overcoming them. It is no accident that hundreds of young men who dream of becoming naval officers come to the Leningrad Higher Naval Engineering School imeni V. I. Lenin every year. Here they take the first steps of their journey to the sea.

And the sea tests them severely. It is no surprise, therefore, that from their first day here they must devote all their efforts to their work. Higher mathematics, physics, mechanical theory, materials strength, and a whole range of other military and specialized subjects are included in the curriculum. There is much that a future naval engineer must learn.

As with any officer, however, his main strength is ideological. Therefore, along with the general education and specialized courses, primary attention is devoted throughout his training to the study of Marxist-Leninist philosophy, scientific communism, political economy, and the history of the CPSU.

Naval affairs are exciting in themselves, but this is not the only reason why our students find their lectures and training exercises interesting. When an instructor begins his lecture with the words, "This is what happened to us in the Barents Sea," the students know without being told that here is a man who comes by his knowledge of the sea at first hand. So it is with the overwhelming majority of our instructors: Captains 1st Rank V. Shokulo, V. Chakalov, A. Ivlev, Ye. Sherstnev. It would be difficult to list all those who until recently commanded naval units (soyedineniye) and the latest surface and underwater vessels. Knowledge, experience, and a boundless love of their profession are what they give to their students.

Encounters with recent graduates of the school also make a deep impression. Engineer-Lieutenant Yu. Khaliullin, for example, graduated with highest honors. He received his baptism at sea in the Far East. Persistence and hard work helped him off to a quick start, and today he is an Engineer-Captain 3d Rank and a flagship specialist.

Encounters with people like Engineer-Captain 3d Rank Khaliullin teach the students to regard ocean cruises as a school in which they can mature as men and officers. That is why they cannot

wait for the training cruises. When they get back to school they are brimming with impressions. Here is an excerpt from the diary of Chief Petty Officer V. Shkatuly:

"The 'Kiev' stuns the imagination. Mighty guns, modern equipment. It seemed unlikely that anyone could get to know this ship as well as, say, his own quarters...."

But he can and must! And the school helps the future naval engineer to acquire this knowledge. We have about 20 Doctors of Sciences and professors, and half of our instructors are Candidates of Sciences. The teaching staff includes such eminent scholars as R. Vasil'yev-Yuzhin, A. Lokhmatov, S. Yurevich, D. Garkovenko, A. Barsukov, A. Yermolayev, S. Volosov, N. Brazhnichenko, V. Solov'yev, and others.

However, future naval engineers are not only formed in the classroom and the laboratory. The students often visit the Central Naval Museum and the Central Naval Library, whose rooms become study halls for the upperclassmen. Our students often visit the major shipyards in Leningrad and talk to famous scholars and engineers.

Nor do we forget that our city is steeped in glorious revolutionary, combat, and labor traditions. Every student visits Smolny, the legendary cruiser "Avrora," and the sites where the enemy was brought to a halt during the Great Patriotic War.

Nor do our future officers ignore the many theatres, museums, and exhibits in the city on the Neva. Her innumerable cultural resources should also be taken along on distant voyages. Breadth of culture and dignified behavior are a long tradition among Russian seamen, one that is alive and well and expanding into new areas in our own time.

Every day of school is now filled with strenuous work. The golden spring sunlight sparkles on switches, instrument panels, simulators, and cross sections of marine technology. Everywhere you look, work is in full swing. The students are preparing for another class. For the upperclassmen, however, it will be their last.

Today's students will go to sea. Chief Petty Officer I. Yakhontov, a Lenin Scholarship winner and straight-A student, will join the fleet. Chief Petty Officer N. Kazimirov, the Komsomol leader of the graduating class, and his friends will stand their first watch as officers. At some point the lecture halls and classrooms, the laboratories and athletic fields, will be empty.

But not for long. The sound of young voices will once again surge through the school, the voices of those who have decided to make this the starting point on their journey to the sea.

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CSO: 1801

## NEED FOR IMPROVING GARRISON LIVING CONDITIONS STRESSED

Moscow KRASNAYA ZVEZDA in Russian 20 May 78 p 1

[Editorial: "For An Exemplary Military Post"]

[Text] The billeting of military personnel is one of the most important of the factors creating normal military living conditions. Comfortable housing for the officers and warrant officers praporshchiki, michmany, barracks which meet the official requirements and the availability of the required cultural and personal-service facilities in military camps all help to coordinate the training and indoctrinational process, lift the morale of the men and contribute to their success in the combat training and the service.

"Attention should be given first and foremost to the construction of housing and barracks... And housing quality should meet not only today's requirements but the requirements of the future as well," stressed USSR Minister of Defense, Marshal of the Soviet Union D.F. Ustinov at the All-Army Conference on Improving Living Conditions for the Troops. The conference discussed a more exacting approach to the improvement of officers' dormitories and the barrack, which has become a center of communist indoctrination for the fighting men. The initiative of the missilemen, who launched a movement for military camps of exemplary order and high standards was given a good appraisal at the conference.

Recommendations made at the All-Army Conference are now being implemented. Competitive reviews for best military camp have been announced in the military districts, fleets and groups of forces. As a rule, housing and barracks are built from modern plans. Old buildings are being renovated, and all communal conveniences are being created in them. The system of trade and personal-service enterprises is being expanded. The territories of military camps are being improved, and areas for rest and relaxation, sports complexes and children's playgrounds are being built. This work has become an integral part of the drive to become an outstanding unit [soyedineniye].



We have examples to follow in the drive for exemplary military camps. First and foremost are the military units [chastil] which won the All-Army Competitive Review for Best Military Unit Administration and Services dedicated to the 60th anniversary of the Great October Socialist Revolution. These include, among others, the regiment in which Lieutenant Colonel Yu. Tsoy is deputy commander for rear services. Everything has been created there for the normal service, daily life, rest and relaxation of the fighting men. The houses and barracks, the club and the soldiers' messhall, the snack bar, the personal-service combine and other premises are maintained in good condition, and they are properly equipped. The heat, water and electric power supply systems function reliably. The territory on which the camp is located is attractively laid out. It contains trees, shrubbery and plants, and is kept clean. And it is good to know that all of the units [chastil] in the unit [soyedineniye] of which the regiment is a part have decided to bring living conditions up to the level of the outstanding, to turn their posts into posts of high caliber.

Each garrison has many possibilities for making outstanding experience available to all the military collectives, for providing a normal life and complete rest and recreation for military personnel and their families. Thanks to the concern of the Communist Party and the Soviet Government for the armed defenders of the homeland the army and navy are receiving the required means and materials. It is important to use these skillfully, to take advantage of all internal reserves for improving the troops' living conditions, to maintain the buildings, communal and other equipment properly and to use fuel, water and electric energy economically.

Many commanders, political workers and specialists with barrack service and other rear agencies have proven themselves to be assiduous managers. Thanks to the purposeful work performed by those in charge and to the participation of broad segments of the public a great deal has been done to improve military living conditions, for example, at the Kushka Garrison in the Turkestan Military District. Many well-developed posts have also been created in the Transcaucasus and Siberian military districts, in the groups of forces and in the Black Sea and Northern fleets.

There are still military posts, however, in some of which living conditions are markedly below the requirements of the people, in which regulations on the housing of military personnel are not fully observed. In some places buildings are not repaired promptly and the supply of heat, water and electric energy is sometimes disrupted, and the territory of some posts is not kept clean. This has been reported to the editors by servicemen N. Goryaynev, G. Nazarenko and others. "The men in our subunit [podrazdeleniye] do a great deal to improve their living conditions. The work would be far easier, however, if we received greater assistance from the billeting operation unit at the Vinnitsa Garrison," writes Private 1st Class A. Rybak.

Inspections show that such a situation develops where the commanders and political workers do not demonstrate regulation concern and the rear service specialists have an indifferent attitude toward their duties. In many cases the community is not involved in improving the posts and these matters do not receive the attention of party and Komsomol organizations.

It should also be pointed out that in many places a proper attempt is not made to have all the military posts participate in the competitive reviews conducted in the army and navy. This is especially typical of the Belorussian and Carpathian military districts and the Baltic Fleet, in which such a situation existed at more than half of the military posts last year. In some of the competitions hotels, officers' dormitories, messhalls and other rear service facilities are arbitrarily excluded from taking part in the competitions. Such an approach naturally does not contribute to the universal dissemination of progressive experience and has a negative effect on the living conditions of the fighting men. New conditions were recently worked out for the competitive review for best army (naval) administration and finance unit. These conditions must be made known to each unit, and a situation must be achieved in which the campaign to create exemplary posts is undertaken universally.

It is essential to have a long-range development plan for the post at each garrison, and measures must be outlined and implemented to improve the territory, repair buildings and the heat, water and electric energy systems and to improve all types of personal services for the fighting men and their families. Garrison chiefs, unit and subunit commanders have an obligation to direct this work. Political organs, party and Komsomol organizations have an important role in mobilizing the personnel and members of the families of servicemen to improve living conditions. Specialists of billeting agencies and all rear services must organize this work and insure that assignments are fulfilled on the proper level and within the period designated.

The spring-summer training period is a good time to repair housing and facilities, to improve the territory and plant trees and shrubbery. It is the noble duty of each serviceman and the members of their families to make their post a model one.

11499  
CSO: 1801

## IMPROVEMENT OF TRAINING IN AIR DEFENSE MISSILE UNIT DISCUSSED

Moscow KRASNAYA ZVEZDA in Russian 20 May 78 p 2

[Article by Col L. Lebedev: "A Demonstration Exercise is Under Way"]

[Text] The antiaircraft missile battalion commanded by Lieutenant Colonel V. Kalinin received only a satisfactory rating for the last field firing practice at the firing ground. This was unexpected both for the unit [chast] commander and for Kalinin himself. The fact is that Valentin Fedorovich is an experienced commander. The battalion had received an excellent rating for its firing on the firing ground many times, and then suddenly there was this step backward.

There are still cases in which some commanders of subunits [podrazdeleniya] and even units which have achieved good results in the combat training and service begin at some stage to believe that they can handle any and all tasks, and they become complacent. As a result their progress slows and a slump sets in. This is what occurred in the case of Lieutenant Colonel Kalinin.

He continued to devote a great deal of attention to the training of the teams, to be sure, and to their coordination. He did not attach proper importance, however, to the fact that the combat training tasks have become considerably more complicated and require better professional skills and that it is impossible to develop them in the specialists within the brief periods designated without using the technical training equipment effectively.

During the inspections the unit commander and staff officers saw that the training plans were being fulfilled. And counting on the battalion commander's extensive experience, they departed with confidence that everything was completely in order.

And now — a graphic lesson, which forced the unit commander and staff officers to begin thinking about the situation. An analysis showed that Lieutenant Colonel Kalinin had trained the men without taking into account new techniques in methods. It was necessary not simply to tell him about the methodological innovations but also to demonstrate their great practical effectiveness.

Demonstration exercises are an excellent means of publicizing everything progressive and exchanging know-how. The unit commander decided to devote one of them to new training techniques and methods. Careful preparations were made for the exercise, and it was successful. Lieutenant Colonel Kalinin as well as other subunit commanders derived a great deal of instructional value from it. He understood that the satisfactory rating at the firing ground was not an accident as he had assumed but a natural result of deficiencies in the training. It is truly better to observe something once than to hear about it many times.

It would be difficult to overestimate the value of demonstration classes at the contemporary stage, when methods are constantly being renewed and the level of technical equipment of the training process is rising. Experienced commanders make skillful use of them to equip officers, warrant officers [praporshchiki] and sergeants with progressive methods.

In the last training year the launcher team headed by Master Sergeant O. Ivanov won the competition in the National Air Defense Forces. What contributed to their success? The special selection of excellently trained launchers? No. It was an ordinary organic team. And its success was created in the battalion.

The battalion commander, Lieutenant Colonel V. Selyuk, and his deputy for political affairs, Captain V. Buryachok, constantly strive to see that the young commanders acquire advanced know-how in their training. Demonstration classes are regularly conducted there on the team, platoon and battery levels. All of the participants prepare carefully for them, thoroughly studying and analyzing accumulated experience. Each soldier attempts to improve upon this or that technique for fulfilling the norm, servicing and maintaining the equipment. It is perfectly natural that the battalion occupies first place in the competition among the subunits in the unit [soyedineniye].

At the beginning of the training year the unit commander decided to conduct demonstration classes with the battalion. The subjects, scope and procedure for setting up the classes were discussed in detail at a meeting of the methods council. Everything was thought out and planned in such a way that the experience acquired in training specialists in the battalion would be imparted to all. The participants in the demonstration classes evaluated them as instructive and highly beneficial.

The staff officer-specialists have an important role in organizing demonstration classes. After all, all information from subordinate units and subunits flows to them, and they have the opportunity to compare, to appraise and make recommendations for adopting the most valuable elements from the experience of the best methods experts. Following one of the inspections it was determined that certain officers had not assimilated the new equipment satisfactorily and that the existing training equipment was inadequate for working out the entire set of operations involved in the combat work. The commander assigned the rationalizers the task of developing a device expanding the possibilities of the trainer.

Such an attachment was created by staff specialists, officers V. Gilev and S. Forinov, and training equipment technician, Warrant Officer I. Kal'chenko. Methods were also developed for conducting training sessions to achieve team coordination. It needed to be put into practice. Where should they begin? With a demonstration class, naturally. Officers I. Lavrent'yev, G. Kozlov, V. Ozhigin and S. Forinov organized careful preparations for the forthcoming demonstration class. There were problems at first, even though the duties of launcher control officer and interception controller were performed by extremely experienced specialists. There were holdups in the adoption of decisions and in the selection of operating conditions for the guidance radar and methods of tracking the target. All of these errors were not eliminated until several preliminary training sessions had been conducted.

It is not surprising that the demonstration class was highly instructive and effective. The subunit commanders firmly mastered the essence of the new methodological techniques. Interest in the attachment increased considerably.

Visiting comprehensive groups of officers from higher headquarters can do a great deal to make the training process more effective, to improve the quality of training for the specialists and to organize socialist competition. Not so long ago such a group worked in antiaircraft missile unit "X." When they checked the training of teams in the launcher battalion commanded by Senior Lieutenant A. Kaloshin the staff officers encountered deficiencies in the organization of exercises. Kaloshin was a conscientious officer with an excellent knowledge of the equipment, but he had only taken over the battery recently and still did not have the required experience in training the men.

Assembling the commanders of the battery's platoons and teams, Engineer-Lieutenant Colonel V. Sadovoy analyzed the training deficiencies and then conducted a demonstration class. A subsequent check showed that Senior Lieutenant Kaloshin and the platoon and team commanders had begun conducting exercises for the men with methodological competence.

Experience has shown that young subunit commanders require precisely this type of visual and objective training. Assemblies arranged especially for them have proven effective. Demonstration classes on the more difficult aspects of the training were also set up at the last such assemblies, which were conducted by the superior headquarters. The best techniques for organizing control and tactical exercises, the substance and nature of hypothetical problems, and so forth were discussed under the supervision of well experienced specialists.

Such assemblies naturally require extremely careful and painstaking preparations. Experience has shown, however, that they are extremely effective. The assembly participants themselves have acknowledged that they can immediately see the chief areas in which their main efforts should be concentrated.

Tactical exercises and single-, double- and triple-stage practice sessions aimed at coordinating the combat teams constitute the most effective means of working out the combat training tasks in the group. Guided by the very same

documents, however, battalion and even unit commanders prepare for tactical exercises and practice sessions each in his own way. And not always in the best way. Why does this happen? Because they do not have the same level of experience and utilize the capabilities of the trainers in different ways. And again, the solution lies in training commanders by means of demonstration classes and practice sessions.

Such a demonstration tactical exercise was conducted not so long ago with the best battalion. The unit commander and staff and experienced specialists from superior headquarters, officers S. Tulinov, G. Ustinov, A. Drobyshev and others, took an active part in the preparations for the class and its organization. New methods were worked out in the class for performing tactical classification tasks, and the most effective ways of using the training and simulation equipment for complicating an air situation were demonstrated. Problems of combating a landing force were worked out. The sounds of diving aircraft and exploding bombs were reproduced at the positions.

All of this graphically demonstrated to the subunit commanders possible reserves for making the training process more effective. They obtained a more precise concept of modern combat and of the principles involved in organizing it and in directing personnel and equipment.

Control checks and the results of the winter training period demonstrate the fact that the subunits are preparing more carefully for tactical exercises this year and are working out the training tasks involved in them on a better level.

Experience has convinced us that considerably better results are achieved in the combat and political training in those subunits and units in which proper attention is devoted to demonstration classes for all types of training.

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GSO: 1801

## TRAINING ACTIVITIES IN TACTICAL MISSILE BATTERY

Moscow KRASNAYA ZVEZDA in Russian 21 May 78 p 1

[Article by Capt A. Petrov, Red Banner North Caucasus Military District: "An Accurate Launching"]

[Text] At the firing range the launchers are frozen in a state of anxious anticipation. Now the long-awaited signal comes over the radio, and Captain Vladimir Zharkov, battery commander, repeats the senior commander's command: "Launch"! Lieutenant Sergey Istomin presses a red button on a control panel. The missile engine jars the area with a mighty roar. Like a giant arrow the missile rushes toward the target and soon disappears beyond the forest. A short time later the report arrives from afar: "The target is destroyed. The launching was accurate"!

This was the second live launching for Captain V. Zharkov, son of a front line tankman. During the war his father drove the famous "34" into battle, and today the homeland has entrusted even more awesome combat equipment to his son, a representative of the new generation of its defenders.

As confirmed by the launching the missilemen make efficient use of their training time and work selflessly to achieve military skill. They are helped a great deal by socialist competition among the batteries. The subunit contains some distinguished rivals: the battery commanded by Senior Lieutenant Valeriy Polyakov has been an excellent one for several years in a row. Captain V. Zharkov's men also assumed such a high goal for the first time. They faced many problems. How were the missilemen to achieve smoothness of action, for example? All of the soldiers in the team commanded by young communist Lieutenant Sergey Istomin, for example, performed all of their duties with excellence and surpassed the combat work standards when working individually. As soon as they began fulfilling the norm as part of a team, however, the results dropped sharply.

What was the reason? Captain Zharkov and Lieutenant Istomin timed the actions of the team members. They discovered that Private 1st Class S. Voropayev was performing his task slightly ahead of Private V. Surovtsev and had to wait for his comrade to complete his operation. Valuable seconds were lost as a result. The meteorologist-operators and topographer-geodesists were also not performing with adequate coordination. The computer operators were receiving information from them at various times. This also resulted in a loss of time.

Once the causes of the shortcomings were detected they were easily eliminated. It was now a matter of practice sessions, for which, incidentally, the missilemen have everything necessary. The subunit has well equipped classrooms for training operators and computer specialists, radiotelegraphy operators, driver-mechanics and other specialists. A control-launching simulator was recently created, making it possible to work out all of the operations with great precision and to train the soldiers to the point that all of their operations become automatic.

Using the training materials base skillfully and effectively, the missilemen persistently improve their skill. And they have been helped a great deal by their rivals, the soldiers in the battery with which they are competing. Mutual exchange of know-how has been an important factor. Lieutenant Istomin, for example, frequently attends classes in the adjacent battery. He observes the work of the team commanded by Lieutenant Ye. Chernyshev especially carefully. He once noticed that when driver-mechanic Private I. Kazakov reached the launching point with the launcher he immediately connected the panel cable to the missile. On his crew this operation was performed by the sighter. After thinking it over and consulting Chernyshev, Istomin reached the conclusion that driver-mechanic Private S. Yunoshev was entirely capable of connecting the electric cable. After a few training sessions the soldier handled his new duties excellently.

All of the standards are now being exceeded in the subunit as the result of the precise, flawlessly refined and coordinated actions of each soldier.

A great deal of work is also being performed in the battery toward the mastery of related specialties. This helps the fighting men to work harmoniously, to understand each other almost without talking, as they say. I observed Junior Sergeant V. Goncharuk, commander of the computer section, and computer specialist Private V. Zavolgin as they processed information. It appeared as though they were connected by an invisible thread. Only infrequently did they exchange brief sentences. In addition, Private Zavolgin, who had a related specialty, also performed the duties of the radiotelegraphy operator, who had been put out of action according to the hypothetical problem.

With respect to Captain Zharkov himself, he has accepted a commitment to become a master of combat skills by the end of the year. According to his senior commanders he had already achieved this goal by the beginning of the summer training period.



Missilemen in the battery commanded by Senior Lieutenant Polyakov also improved their skill persistently. Indicators for the main types of training, however, are still better in the battery commanded by Captain Zharkov. And Lieutenant Istomin's crew is in first place among the launcher crews.

The summer combat training of the missilemen is distinguished from the very beginning by great intensity and a desire to complete each day with excellent results.

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In short, we have many young officers in excellent physical condition and with excellent methodological training. But there are those who can boast neither their own skill nor of their ability to train the soldiers. It is with good reason that some officers use any excuse to avoid conducting physical training classes for the men. Such a commander is concerned, and justifiably so, about losing prestige in the eyes of the soldiers by attempting to demonstrate simple exercises on the horizontal bar or parallel bars. This is why the poorly prepared officers sometimes seek "another solution": "Let the sergeant conduct the class."

This is what Lieutenant V. Goryachkin attempted to do. He did not even concern himself with a lesson plan, assuming that one of the squad commanders would come to his aid. This time, however, the lieutenant had to do the job himself, and he found himself in an unenviable position. The physical conditioning of the soldiers suffers in such cases, and valuable training time is wasted.

What is the cause of the poor physical condition of certain young officers?

In a number of military educational institutions the sports directors and instructors invest a great deal of effort and energy in training teams for various types of sports. They are successful because there are many capable athletes among the cadets and it is easier to work with them. Those who were not interested in sports before entering the school are somehow left out of the physical training classes during their cadet years. Afterwards, following graduation, it is extremely difficult for such lieutenants to train men, and the work of their commanders, who are expected to see to the young officers' development, is infinitely more difficult.

The following was taken from a report compiled by the chief of physical training and sports in one of the units: "A check of a number of young officers arriving in the unit in 1975-77 from the Orenburg Higher Antiaircraft Missile Command School imeni G.K. Ordzhonikidze and the Kiev Higher Antiaircraft Missile Engineer School imeni S.M. Kirov revealed fairly poor physical condition on the part of certain graduates of the Kiev school. It was somewhat better among the Orenburg graduates."

Even when they are fairly well developed physically certain graduates of the above and other military educational institutions have a poor knowledge of the requirements set forth in the guiding documents on physical training and of the conditions for performing the exercises. For example, Lieutenant V. Luk'yanchenkov, who completed the Sumy Higher Artillery Command School imeni M.V. Frunze last year, was conducting a nonexistent sixth version of the morning calisthenics.

Such a commander has a difficult time when he takes over a company or battery and his service duty requires him to train and instruct young officers.

## SHORTCOMINGS NOTED IN PHYSICAL CONDITIONING OF YOUNG OFFICERS

Moscow KRASNAYA ZVEZDA in Russian 23 May 78 p 2

[Article by Lt Gen A. Zaytsev, first deputy commander of the Southern Group of Forces: "Physical Conditioning of the Young Officer"]

[Text] The thin lieutenant approached the horizontal bar, made a slight spring, hung from the gymnastic apparatus, pulled himself up and... was not able to perform even this simple exercise. "I was not really active in sports neither in school nor at the military school....," Lieutenant Ye. Yefrosinin explained with embarrassment. He was a graduate of the Kostroma Higher Military Command School of Chemical Defense.

Unfortunately, such cases are not isolated ones. It is no secret that some young officers, recent graduates of military educational institutions, avoid the athletic fields and stadiums. In the fall of last year, at the commander's instruction, the chief of physical training and sports in one of the units [chasti] checked the physical condition of school graduates arriving in the regiment. This is what he discovered: many of the participants in this surprise test made a fairly poor showing on the gymnastic equipment and performed the self-defense and attack techniques inaccurately.

I must explain that these deficiencies are not typical of the young officers as a whole. Most of them arrive in the forces from schools in fairly good physical condition and are rated sportsmen, rated in sports so important for the officer, such as the military triathlon, weight lifting, firing, cross-country racing and game sports. Need it be said that this helps them in the service? Lieutenant S. Shevchenko, for example, arrived from the Omsk Higher All-Arms Command School imeni M.V. Frunze with a first-class rating in the military triathlon. The soldiers and sergeants, many of whom are good athletes and experts in the training, attempt to match the platoon commander. Even greater success has been achieved by the subunit [podrazdeleniye] commanded by Guards Senior Lieutenant M. Vozhakin, a candidate master sportsman in the military triathlon. Two other candidate master sportsmen and eight first-class sportsmen also served in that platoon. Such men can handle any load and perform the most difficult tasks.

In our Southern Group of Forces we naturally do not limit ourselves to establishing facts: there are this many graduates of the following schools with unsatisfactory physical conditioning. Special instructional methods and demonstration classes are set up in many units after a check is made of the young officers and based on its results. Practical problems involved in compiling documents, planning and conducting morning calisthenics and training exercises in the subunits are studied and worked out in these classes.

Nor do the party and Komsomol organizations remain uninvolved. The Komsomol activists apply vigorous pressure to those officers who avoid the morning calisthenics and exercises in the sections and conduct physical training classes carelessly and poorly. Socialist competition is an important factor. That point in the socialist commitments which deals with the sports achievements of the subunits we now include right below the special training commitments. The "Olympic Starts" mass competitions conducted last year were a great help and inspired the young lieutenants to become more active in sports. The fact that we achieved broad participation by the officers in these competitions and to achieve good results is demonstrated by the cups of the USSR Ministry of Defense won by units of the Southern Group of Forces.

The process of improving the physical condition and the methodological skills of the lieutenants can and must be more effective, however. Far from all of the reserves have yet been exhausted on this level. In some places not all of our officers are attending instructional methods and demonstration classes. The company commanded by Captain P. Mikhaylitskiy, for example, is not exactly outstanding with respect to its sports achievements. And this is not surprising: the platoon commanders frequently ignore classes on instructional methods and others. As a rule, they claim to have "valid reasons" for missing the training sessions. There is most frequently only one reason, however: the personal disorganization of the young officers and the absence of control on the part of the company commander.

It is also useful to apply pressure against those chiefs who are lenient with the platoon commander who turns classes at the sports field over to a sergeant. And both the commanders and the chiefs of physical training and sports should be held accountable. Where those in charge of the physical conditioning of the personnel have a strong feeling of responsibility no one uses the excuse of being busy with other matters precisely during the hours of physical training.

In short, we are attempting to cope with the problem of training the young officers in methods ourselves. We are far more worried, I repeat, about the personal physical condition of certain graduates of military educational institutions. In our opinion physical training should become one of the main subjects at military schools. It would also be beneficial to require unit commanders, together with the chiefs of physical training and sports, to send comments to educational institutions on their graduates after a certain period of time.

Modern combat requires of the commander, political worker and every specialist not just extensive knowledge but also stamina, strength, skill, speed, rapid reaction and the ability to stand up to physical loads. And this should never be forgotten.

11499

CSO: 1801

## ARMORED VEHICLE MAINTENANCE PROCEDURES DESCRIBED

Moscow KRASNAYA ZVEZDA in Russian 26 May 78 p 1

[Article by Col Ye. Babynin, Southern Group of Forces: "An Important Element of Combat Readiness — A Report From a Motor Vehicle Technical Servicing and Repair Station"]

[Text] Armored personnel carriers had lined up on the concrete square near the technical servicing and repair station. A soldier dressed in black coveralls and holding a screwdriver in his hand glanced out of the machine on the right flank.

"Senior brigade member, Junior Sergeant Maksimenya," he introduced himself.

The junior sergeant, his partner and the driver of the armored personnel carrier were checking the timing of the engines. Two other specialists were also at work, checking to see that the tires were not leaking. Working at adjacent vehicles were masters at adjusting the linkage and carburetor, electrical equipment specialists... Each brigade was well equipped and had the same sort of box containing a set of tools, instruments and spare parts as did Junior Sergeant Maksimenya.

Together with Engineer-Major V. Nedorezov, deputy regimental commander for technical affairs, I toured all of the work positions designated for this servicing day. An atmosphere of efficiency reigned throughout, and each individual knew his assignment precisely. The equipment was being serviced by real experts at their jobs, members of specialized brigades. Engineer-Major Nedorezov explained that the results of the servicing day had increased by 30-40 percent thanks to the precise organization of the work. The equipment was also better prepared for operation. In an exercise conducted in the regiment in recent months, for example, there was not a single breakdown of a combat vehicle.

Just what are these specialized brigades? As a rule, they include the most experienced military repairmen and other specialists of the regiment's armored service. They sometimes also include the best trained soldiers from the companies. The brigade for checking the sealing of the vehicles and their

fire-fighting equipment, for example, is headed by Private I. Chekan, driver-mechanic second-class. It is with good reason that he enjoys such confidence: the soldier independently developed a technological chart for checking the systems assigned the brigade for servicing.

The idea of creating such brigades itself is not a new one. It was long ago prompted by reality. The equipment is continuously improving. Naturally, the demands made of its maintenance, servicing and repair are also growing. At the same time, not all of the specialists, even those arriving from training subunits, immediately understand the fine points of caring for the equipment. A tank driver-mechanic, the driver of an armored personnel carrier or a vehicle, for example, needs time in order to become proficient, so to speak, to master the art of making adjustments. It was therefore decided in the unit that it would be expedient to train "narrowly specialized," highly skilled specialists, who could provide the crews with effective assistance in servicing the equipment.

This method of servicing vehicles was employed previously in the regiment. It began to be used more effectively, however, after officers of the armored service became acquainted with the experience of the collective at the Volga Motor Vehicle Plant, which is mentioned in the letter from the CPSU Central Committee, the USSR Council of Ministers, the AUCCTU and the Komsomol Central Committee on the development of socialist competition this year. The motorized riflemen, among others, became interested in the brigade method of organizing the work, which is successfully used at the motor vehicle plant. The experience of the motor vehicle manufacturers proved useful.

Assembling the members of the brigades was only the beginning of a large project underway in the regiment. Regular training assemblies are conducted for them. The classes are always directed by the best methods experts from among the engineers and technicians. Special mention is made of the conscientious attitude taken toward the work by Captain E. Vorontsov, deputy battalion commander for technical affairs, and Warrant Officers Praporshchiki V. Nikolikhin and S. Degtyar', senior company technicians. They not only train the brigade members to work independently, but constantly assist them as well. The men think of the future. Many of these specialists are discharged into the reserve and are replaced by young members. This has also been taken into account. Engineer-Major Nedorezov showed me the program for training the future members of the specialized brigades.

One other noteworthy detail: there are no longer those skeptics who at one time objected to the brigade method of servicing the equipment, claiming that the specialized brigades would be doing the work of the crews of tanks and armored personnel carriers. Their fears proved to be groundless. The brigades only work on the battalion's equipment on servicing days and engage mainly in preventive maintenance work and elimination of the more complex malfunctions. Furthermore, they do all of this with the most active participation of the crews, who perform all of the operations consistent with their training level. Incidentally, this level is continuously improving: working in close contact with experienced specialists from the brigades, the drivers of armored personnel

carriers and the tank operator-mechanics increase their knowledge and improve their skills. On other days they service the equipment by themselves, and the brigade members perform their duties according to the official schedule.

The servicing day comes to a close. The deputy regimental commander for technical affairs assembles his men and the senior brigade members. The subunit commanders are also present. Major V. Shchelokov, the battalion commander, speaks. He rates the brigades working in the battalion and names the winners of the competition. Engineers, technicians and senior brigade members then speak. Their observations and conclusions about the condition of the equipment provides a great deal of food for thought. A subsequent analysis will help the commander to determine even more effective ways of improving the servicing of the combat equipment. Its good condition and trouble-free operation in classes and exercises constitute an important element of combat readiness.

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CSO: 1801



## NATURE OF MILITARY COLLECTIVISM UNDER SOCIALISM DISCUSSED

Moscow KRASNAYA ZVEZDA in Russian 3 Aug 78 pp 2-3 LD

[Doctor of Philosophical Sciences Professor Col N. Tabunov article:  
"According To the Laws of Collectivism"--passages between slantlines  
published in boldface]

[Text] Developed socialism, which has been built in our country, means a high degree of maturity of social relations. It is a law-governed stage in the making of the communist formation when, as Comrade L.I. Brezhnev has noted, "the restructuring of the whole totality of social relations on the basis of the collectivist principles intrinsically inherent in socialism is completed." The further improvement of the forms of social life and of all elements of the social system takes place.

### I.

The assertion of collectivism as the norm of social relations is an extremely multifaceted and complex process. And the fact that collectivist relations have firmly entered the life of our country and the other socialist community countries is of truly worldwide-historic importance and testifies to the tremendous potential of socialism.

Like a social phenomenon, collectivism and its development are conditioned by objective factors. It is engendered by the unity of people's vital interests and is expressed in social consciousness and social activity corresponding to this unity. It becomes a reality only when labor becomes social in character.

The socialization of labor develops steadily even under capitalism. And, insofar as this is the case, the industrial proletariat is the first and natural bearer of collectivism. Revolutionary experience has confirmed that collectivism embodied in workers' class solidarity has been and remains a powerful instrument in their struggle for their rights and against capitalist oppression.

However, under capitalist conditions the progressive trend toward collectivism is opposed by a trend toward individualism. Individualism, which is based on inequitable [neekvivalentnyy], unjust cooperation whose aim is to take more from the people around you than you give to them, has as one of its main foundations private ownership which divides people into two opposing camps--exploiters and exploited, rich and poor.

Socialism eliminates the sources of individualism. The conquest of political power by the working class and the utilization of it in the interests of the working masses, the elimination of private ownership and the assertion of nationwide [obshchenarodnyy] ownership of the means of production, the transformation of communist ideology into the nucleus of social consciousness--all this has made it possible to eradicate the factors which engender private-ownership egoism and individualism and has opened up scope for the development of the new, socialist type of collectivism.

Of course, this development is not an automatic process but one which is consciously organized and scientifically controlled. The realization of the party's socioeconomic program and its comprehensive and purposeful ideological-educational work have been and are of tremendous significance here. Speaking of the need for the firm establishment of new norms of public life, V.I. Lenin noted: "We will work to extirpate the accursed rule of 'every man for himself and devil take the hindmost...' we will work to introduce into the consciousness, accustomed practice and daily use of the masses the rule: 'all for one and one for all...'" (COMPLETE COLLECTED WORKS, Vol 41, p 108).

Bourgeois sociologists distort the very concept of collectivism in every way. Some of them assert that man is an egoist by nature, and that no social alchemy is capable of expunging his "zoological individualism." Others equate individualism with a person's individuality and make out that being a collectivist allegedly means being a faceless individual, a standardized entity totally devoid of any uniqueness. Moreover, this concept, which is wittingly flase, is extended above all, of course, to social relationships under socialism.

But in actual fact the dialectic of the individual and the collective elements under socialism is of a fundamentally different character than the one which bourgeois ideologists and those captive to their falsifications are trying to present. Marxist-Leninists are, indeed, consistent advocates of collectivism and uncompromising opponents of individualism. But just as resolutely they also defend the right of the individual to develop his individuality if it does not prevent the progressive development of the individuality of others.

Each active builder of a communist society is endowed with individuality. It lies in his deeds, in his conduct and in his way of thinking.

Understandably, respect for the individual with his specific features does not extend and cannot extend to people whose conduct is of an anti-social nature--to parasites, speculators, bureaucrats and so forth. A struggle is waged against this kind of "individuality" and such people are educated and reeducated with a view to securing from them respect for the norms of socialist communal life. This is a struggle not against individuality as such, but against deformed individuality, the absolutization of a person's own "ego," and against survivals of the past.

Strictly speaking the very maturation of socialism means above all the maturation of new norms of human relations in production, public life, and the daily round. It is these relations (both physical and spiritual) which link people and various forms of their activity into a single social organism. Devotion to your motherland and to the common cause of building communism, a sense of high responsibility toward society, cooperation and comradely mutual assistance--everything in which collectivism is expressed has become a norm of life for Soviet people and is manifested most of all at the stage of developed socialist society.

## II.

The indestructible ideological-political and social cohesiveness of the working people, their wholehearted devotion to the noble ideals of the communist party and loyalty to the principles of Marxism-Leninism are inherent in the society of developed socialism. This is a society, the USSR Constitution proclaims, in which a new historical community of people--the Soviet people--has taken shape on the basis of the rapprochement of all classes and social strata, and of the de jure and de facto equality of all nations and nationalities and their fraternal cooperation.

Mature socialism is an integral system of social links and relations. Occupying a fundamental place in this system, socialist collectivism acquires new traits and features and becomes richer in content.

First, socialist collectivism has become universal and nationwide, that is, it has become firmly established on the scale of the whole society. The working class, the kolkhoz peasantry, the people's intelligentsia, all the nations and nationalities, all generations of Soviet people and all the social groups in developed socialist society are linked by indissoluble and constantly strengthening bonds of collectivism. Second, at the stage of mature socialism collectivism insures the more harmonious combination of the interests of separate individuals, collectives the whole of society. Third, mature socialism creates new additional opportunities for the free

manifestation of a person's individuality and the flourishing of his gifts and abilities and acts as one of the powerful factors for the comprehensive development of the individual.

Socialist society proceeds from the premise that the free development of each is a condition for the free development of all. This program aim of the communists formulated by K. Marx and F. Engels has, at the stage of mature socialism, in fact become a fundamental principle of our state and has been legislatively enshrined in the new USSR Constitution. It can be said that on the whole, too, collectivism at the stage of mature socialism is becoming, for the first time in history, a principle for the activity of all elements of the state of the whole people.

In a word, socialist collectivism is the supreme stage of the progressive historical tendency of collectivism. On the one hand, socialist collectivism is a law which determines the nature of social relationships in the society of developed socialism. On the other hand, it is a principle, a daily norm of the conduct and activity of the citizens of a socialist society and an inalienable social quality of collectives and individuals.

By its very essence socialism insures the optimal coordination of personal and collective elements, of the interests of each person and of society as a whole. The essence of this coordination lies in the consistent harmonization of the rights and obligations, freedom and responsibility of the individual, and in the nurturing in each member of society of a profound understanding of the fact that the main guarantee of his rights and freedoms is the comprehensive flourishing of the motherland and the strengthening of its might. Such an understanding and awareness of social duty leads to a situation where people sense more strongly their link with the collective and with all the people.

The rights and obligations of Soviet people are enshrined in the USSR Constitution. Among the rights which are proclaimed and guaranteed in our society, the right to work and the right to fair remuneration for this work should be cited above all. It is precisely socially useful labor and its results that determine a person's place in the collective and in society. It is precisely distribution according to labor that engenders a person's interest in enhancing his skills, in the overall productivity of labor and in a thrifty attitude toward public property. It strengthens labor discipline and links together into a single entity the extent of one's labor and consumption, and personal and social interests.

The fundamental law establishes and guarantees the equality of rights and obligations of all Soviet citizens in all spheres of social life. The legal foundations of our socialist collectivism are founded in this equality.

And one more essential observation: the range of all the interconnections between people and between the individual and society is not confined to constitutional norms. Other state laws and also firmly established moral principles, collectivist ideology and psychology, and the awareness of people play a major part in the regulation of these links. Our people are proud of the fact that over the years of Soviet power they have succeeded under the communist party's leadership in blurring the boundary between "mine" and "ours" and in vanquishing the demon of individualism.

The shaping of collectivist aims in people is carried out most intensively of all in labor collectives. This is dictated by the fact that it is here that people spend the greatest part of their productive time, and here that, by the actual conditions of labor, they are confronted with the need not simply to cooperate with each other but to render mutual assistance. In the collective the flame of competition burns brightest and in it a person comes under the powerful educational influence of his comrades. As a rule the collective is wiser and more moral than the separate individual.

Actual reality refutes the thesis of the falsifiers of socialism to the effect that being a collectivist allegedly means mindlessly following the majority. Incidentally, there is nothing odious for an individual in following a majority occupying a principled position. A person's individuality in no way suffers if his convictions and the convictions of the rest of the members of the collective coincide. But it is precisely this unity, the harmony of views of the soviet people with respect to fundamental questions of social life that our ideological adversaries, who applaud "dissidents" of any kind in a socialist society, are falsifying.

Comrade L.I. Brezhnev gave a principled rebuff to those who foster the "dissidents"--that miserable little group of renegades. He stressed that it is not forbidden here to "think differently" from the majority or to criticize any particular aspect of social life. We treat comrades who make valid criticism in an attempt to help the cause along as conscientious critics and we are grateful to them. We treat those who make mistaken criticism as erring persons.

It is a different matter when a few persons who have broken away from our society actively oppose the socialist system, embark on the path of anti-soviet activity, break laws, and, having no support within the country, turn their gaze abroad in seeking support--to subversive imperialist propaganda and intelligence centers. Our people demand that these figures--if I may be excused the expression--be treated as opponents of socialism, as people turning against their own motherland, as accomplices or even agents of imperialism.

Such is the inviolable will of the Soviet people who live according to the laws of socialist collectivism.

### III.

Mature socialist society is a dynamically developing society and at the same time a relatively lengthy stage on the path of the transition from capitalism to communism. Our party proceeds from the premise that the improvement of socialism is a task that is just as complex and just as crucial as the creation of its foundations. Naturally, the further improvement of mature socialism also objectively stipulates the completion of the restructuring of social relations on collectivist principles in all spheres of life.

In the economic sphere this is expressed in the increasingly high level of the socialization of productive forces and social production and in the party's general course toward the steady elevation of the Soviet people's material and cultural living standards. This law-governed pattern of economic building and its social consequences are revealed in depth in the decisions of the 25th party congress and the CPSU Central Committee December (1977) Plenum, in Comrade L.I. Brezhnev's conversations and speeches during his trip to regions of Siberia and the Far East, and also in his report at the CPSU Central Committee July (1978) Plenum.

On the basis of new phenomena and successes in the sphere of economic building, further changes are also taking place in the social structure and social complexion of the society of mature socialism--the erasure of class differences and also of the differences between physical and mental labor is taking place more rapidly. The logical process of the flourishing and rapprochement of nations and nationalities of our country is also assuming a new quality. All this is promoting the further strengthening of the social homogeneity of society, which is achieved with the working class--the tried and tested vector of socialist collectivism--playing the leading role.

With the transition of all strata of the population to the ideological-political positions of the working class and with the building of mature socialism, our state, which emerged as a dictatorship of the proletariat, is developing into a state of the whole people, which takes into consideration the interests of all social strata and groups of the population. At the same time the role of the mass public organizations in the life of the country has increased and is continuing to grow stronger all these and many other phenomena in the political sphere and the steady development and deepening of socialist democracy are promoting to a tremendous degree the strengthening and further development of the collectivist principles in the awareness and behavior of Soviet people.

Finally, under conditions of developed socialism a process of the further strengthening of the ideological and spiritual foundations of collectivism is underway, and the Marxist-Leninist teaching is vividly demonstrating its transforming power. As a result general traits of the behavior, character, and world outlook of Soviet people--traits independent of social and national differences--are gradually assuming a decisive significance.

All these phenomena are naturally also characteristic of the USSR armed forces. Socialist collectivism has become a firm part of the combat, activity, life and daily round of Soviet servicemen and has become the spiritual pivot and moral norm of their mutual relations. The socialist army is a school of endurance, discipline, political tempering and professional knowledge. It reveals additional opportunities for the development and consolidation of collectivism.

Collectivism in the Soviet armed forces is the basis of comradeship among the troops. Helping comrades by word and deed, preventing them from committing unworthy deeds, and, regardless of one's own life, helping them out of danger constitute a statutory obligation and moral norm for Soviet servicemen.

One of the vivid manifestations of military collectivism consists of the qualitatively new relations between commanders and their subordinates and between senior and junior servicemen. In addition to strict subordination, these relations are characterized by genuine comradeship and mutual respect. In our army milieu there is no class antagonism, nor can there be any. Soviet servicemen are full and equal citizens of the USSR. They are united by the common interests of building communism and defending their motherland. Relations between servicemen who represent different nationalities are also built on the unshakable foundation of collectivism.

The Soviet military collective is a socialist type of collective. It has vital distinctive features in terms of forms of organization, functional obligations and nature of activity. It is a social group of people intended to fulfill combat tasks. The very tenor of military life and military labor engender particularly high dependence on the part of each person on the collective and on his comrades. This dependence increases as the social relations at the stage of mature socialism are improved and also as the means and methods of arms struggle develop.

Soviet servicemen now drive very complex combat vehicles, control missile complexes and radar systems, sail nuclear-powered submarines, fly supersonic aircraft and are mastering methods of the combat use of other military equipment. Under these conditions efficiency, good coordination of action, and interchangeability and a high level of discipline among servicemen are very important components of the combat capability and combat readiness of units and ships.

In the struggle to insure constant combat readiness the role of military collectivism is increasing. In it--that is, combat readiness--all the forms of activity of the personnel, coordinated in temporal and spatial terms, are drawn into a tight knot.

Socialist competition, which has begun to revolve round the struggle to master and to creatively utilize advanced experience, is of tremendous significance for the further strengthening of military collectives.

Collectivism permeates all aspects of the life of mature socialist society and lies at the basis of the structuring of social relations at the contemporary stage of revolutionary development. This insures full scope for the action of the laws of socialism and for the revelation of its advantages, the organic integrity and dynamism of the social system, its political stability, and its indestructible inner unity and steadily brings the Soviet people closer to their treasured goal--communism.

CSO: 1801



GORSHKOV NAVY DAY INTERVIEW

Moscow SOVIET MILITARY REVIEW in English No 6, Jun 78 pp 2-3, 6-7

[Interview with Sergei Gorshkov, Fleet Admiral, no date or place given]

[Text]

On July 30 the officers and men of the Soviet Navy and all Soviet people celebrate Soviet Navy Day. In the year of the sixtieth anniversary of the Soviet Armed Forces the officers and men of the Navy are doing their utmost to mark the event with further achievements in combat training and political education and in the socialist emulation movement.

Since they were founded sixty years ago the Soviet Army and Navy have developed into a mighty force standing on guard over the achievements of the Great October Socialist Revolution and the peace and security of the peoples. A correspondent of SOVIET MILITARY REVIEW asked Admiral of the Fleet of the Soviet Union Sergei Gorshkov, Commander-in-Chief of the Soviet Navy, Deputy Minister of Defence of the USSR, Hero of the Soviet Union, to describe the most outstanding events in the history of the Navy.

Comrade Admiral of the Fleet of the Soviet Union, you, being a veteran of the service, must be familiar with the heroic past of the Navy. Would you kindly tell our readers about the participation of the officers and men of the Navy in the Great October Socialist Revolution and in the establishment of Soviet power?

Historical experience gained over a period of many centuries has shown that the navy plays an important role in the life of states whose shores are washed by seas and oceans. Our people remember well the brilliant cruises performed by our navymen and the victories they scored in battles. The names of such distinguished admirals of the past as Fyodor Ushakov, Pavel Nakhimov and Stepan Makarov have been recorded forever in the annals of the Navy.

During the struggle for the liberation of the people from tsarist autocracy, the capitalists and landlords, the best naval traditions were advanced and enriched. Sailors learnt from the experience acquired in the uprisings at Sevastopol, Kronstadt and Sveaborg. Long before the Great October Socialist Revolution broke out, V. I. Lenin regarded the navy as an important

striking force of the revolution. Voicing a high opinion of the sailors' uprising in the armoured cruiser **Potemkin** in June 1905 Lenin wrote: "...the armoured cruiser **Potemkin** remains an unconquered territory of the revolution, and whatever its fate may be, the undoubted fact and the point of highest significance is that here we have the attempt to form the nucleus of a revolutionary army."

The historic events of October 1917 saw sailors taking an active part in the armed uprising. On October 25 (November 7, new style) the battleship **Zarya Svobody**, the cruiser **Aurora**, the mine-layer **Amur**, the destroyers **Samson** and **Zabiyaka** were dispatched to Petrograd.

On instructions from the Revolutionary Military Committee, the sailors took up key positions in the city, namely the post office, the central telephone, the telegraph office, bridges, railway terminals, electric power stations and the Chief Military Headquarters.

At 2145 hours on October 25, 1917, the cruiser **Aurora** fired from her 6-inch gun the historic round which ushered in a new era in the history of mankind—the era of socialism. Together with the armed workers and revolutionary soldiers the sailors of the Baltic Fleet took the Winter Palace by assault. The radio station of the cruiser transmitted the manifesto "To the Citizens of Russia!" which had been written by Lenin. The manifesto informed the people about the overthrow of the Provisional Government and the take-over of all power by the workers and peasants.

In recognition of the outstanding contribution the sailors made to the triumph of the Great October Socialist Revolution the image of the cruiser **Aurora** has been perpetuated on the Order of the October Revolution.

The young Soviet Republic had to be defended against external enemies and internal counter-revolution. So immediately after the victory of the socialist revolution the Communist Party led by Lenin undertook tremendous effort to organise an army of a new type, an army of the working people. After the enactment of the decree of the Soviet Government on the organisation of the Workers' and Peasants' Red Army Lenin signed on February 11, 1918, a decree on the creation of the Workers' and Peasants' Red Navy.

During the Civil War and the foreign military intervention, the revolutionary sailors fought fearlessly for the freedom and happiness of the peoples of the Soviet Republic. Regardless of where seamen's detachments (overall strength 75,000) fought, they invariably displayed exemplary courage, valour, staunchness and heroism. A vivid example of the valour of the revolutionary sailors was the Ice Cruise of the ships of the Baltic Fleet from Revel to Helsingfors in February 1918 and then from Helsingfors to Kronstadt and Petrograd in spring 1918. The Red Navy struck daring blows at the naval forces of the White Guards and foreign interventionists in the Baltic, Caspian and Black seas, the Sea of Azov and the White Sea. In summer 1918 alone the Soviet Baltic Fleet destroyed or damaged on the approaches to Petrograd 58 warships of the British interventionists. The Soviet sailors compelled their fleet to withdraw from the Gulf of Finland.

Another important landmark in the history of the Navy was the decisions of the Tenth Party Congress (1921) on military matters. On Lenin's proposal they pointed to the need to take measures to restore and build up the Navy. The achievements in industrialising the

country and developing science made it possible not only to modernise the old ships in the 1920s and 1930s, but also to begin to build new ships which were first class vessels for the time. During the prewar five-year-plan periods the Soviet Navy developed into a reliable guardian of the USSR sea frontiers.

**The Great Patriotic War put the Soviet people and their Armed Forces to a severe test. Would you please tell our readers about the role of the Soviet Navy in the last war?**

The Soviet Navy entered the Great Patriotic War in a high degree of combat readiness. It had nearly 1,000 fighting ships of various types, including three battleships, seven cruisers, 54 destroyers and flotilla leaders, 212 submarines, 22 patrol vessels, 80 mine sweepers, 287 motor torpedo boats, over 2,500 aircraft of the naval air arm and 260 coastal defence batteries. The fleets provided reliable cover for the strategic sea flanks of a vast battlefield. They harassed enemy communications and fought in close cooperation with the other fighting services and arms. The operations of the naval forces, especially the naval air arm and submarines, were of an invariably active character.

In battles against the enemy the Soviet sailors displayed their high morale and excellent fighting qualities, such as boundless devotion to the Homeland, heroism, courage and outstanding skill in combat.

As a participant in the battle for the Caucasus (I was Commander of the Azov Flotilla and Deputy Commander of the Novorossiisk Defence Area) I witnessed the unexampled valour of the heroic sailors who fought on Malaya Zemlya (Small Land), executed a daring landing in the port of Novorossiisk and defended the Taman Peninsula. It is impossible to name all the heroes. About 2,500 officers and men were awarded Orders and medals for acts of courage and gallantry performed during the defence of Malaya Zemlya. Twenty-one of them were honoured with the title of Hero of the Soviet Union. During the war the title of Hero of the Soviet Union was conferred on 513 officers and men of the Navy, and was twice conferred on seven officers and men. Seventy-eight distinguished ships, units and formations were made Guards units and 238 of them were awarded Orders.

The feats performed by the heroes of the Great Patriotic War were a continuation of the combat traditions of the past. These traditions

are rooted in the victories of the Russian Navy at Chesma, Grengam, the Island of Corfu, Sinop and Gangut, and in the defence of Sevastopol during the siege of 1854-55. No wonder many of the fighters were awarded Orders and medals instituted in honour of the outstanding Russian Admirals Ushakov and Nakhimov.

During the war Soviet naval officers and men fought gallantly against the nazi invaders at sea, on land and in the air. The heroic defence of Moscow, Leningrad, Khanko, the Moonsund Islands, Odessa, Sevastopol, the Caucasus, Stalingrad, Novorossiisk, Kerch and the Soviet Polar Region will always serve as an example of the combat friendship of the Navy, the Army and the people. The officers and men of the Navy fought in the battles for the Dnieper and the Danube. They also participated in the assault on Berlin. In August-September 1945 the sailors of the Soviet Pacific Fleet and the Amur Flotilla fulfilled with honour their missions in routing the Kwantung Army of imperialist Japan and liberating the peoples of Korea and China. During the war the Soviet Navy sank more than 2,500 enemy ships, motor boats, auxiliary and transport vessels. It landed over 100 amphibious operational and tactical forces. Its ships transported over water barriers more than ten million military and civilian personnel and large quantities of military equipment. The naval air arm flew about 400,000 sorties. The Navy ensured the uninterrupted transportation along sea and inland waterway routes of all kinds of military and civilian cargoes which during the war years totalled about 100 million tons.

In the epoch-making victory of the Soviet people in the Great Patriotic War, the advantages of the Soviet social system, its economy and ideology, the might of the Soviet Army and Navy and the Communist Party's wise guidance of Soviet military development were revealed to the full.

**Comrade Admiral of the Fleet of the Soviet Union, would you please give us an idea of the development of the Soviet Navy since the war? What is the Soviet Navy like today?**

After the war the Soviet Navy developed taking into account the combat experience of the Great Patriotic War. In the beginning priority was given to the development of the bigger surface ships and diesel-powered long-range submarines. The naval air arm was re-equipped with jet aircraft.

Gradually fundamental qualitative changes occurred in the means of naval warfare. Nuclear missiles appeared, radar developed rapidly. All the countries were revising the role and place of the navy in warfare. Soviet scientific thought did not remain aloof from this process. Scientific and technological progress exerted a profound influence on naval art. It increased the possibilities of the fleets in war at sea, enabling them to strike powerful blows at targets and manpower in any part of the world. It was universally recognised that naval warfare would play an even more important role in the course of modern war.

Addressing the seamen of the Pacific Fleet on the cruiser "Admiral Senyavin" in April 1978, L. I. Brezhnev, General Secretary of the CPSU Central Committee, Chairman of the Presidium of the USSR Supreme Soviet, said: "We are improving our defences with the sole purpose of defending securely the gains of the Great October Revolution, of guarding reliably the peaceful work of the Soviet people, of our friends and allies."

The imperialist positions of strength policy, the unbridled arms race and the threat of attack on the USSR from the oceans have compelled the Soviet Union to build up an ocean-going navy capable of protecting the national interests of the Soviet Union in the World Ocean and ensuring the security of the countries of the socialist community.

The present stage of Soviet military development is characterised by fundamental, really revolutionary changes currently occurring in the Army and Navy. These changes have affected military equipment, weaponry, organisational structure, control, military science and military art, training and education of personnel. The properties of the new weapons, radar means and atomic propulsion have considerably increased the capabilities of all arms of the Navy and helped bring submarines and the air arm to the fore.

Scientific and technological progress in the development of naval shipbuilding, and objective analysis of the missions to be fulfilled by the Navy have made it possible to determine the optimal composition of the various arms and means of the Navy. Atom-powered submarines designed for various missions, missile-carrying ships and motor boats have been designed and built. To fulfil various special missions the Soviet Navy has surface ships of different types. The naval air arm comprises jet-propelled aircraft capable of carrying long-range mis-

siles over vast distances, modern antisubmarine aircraft and helicopters. The Navy is equipped with missile complexes capable of striking sea targets on distant approaches. The Marine Corps is supplied with a wide range of equipment and craft essential for the execution of landing missions on unprepared beaches and shores.

Along with the ships and other fighting means of the Navy the forms and methods of its use are also being improved. The Soviet fleets have emerged from the enclosed coastal seas onto the expanses of the World Ocean. Soviet submarine crews were the first to surface at the exact geographical point of the North Pole. They were also the first to perform a group round-the-world underwater cruise.

The Soviet Navy has been on watch for sixty years reliably guarding the frontiers of the USSR. In pursuance of the decisions of the 25th Congress of the CPSU and the requirements of the Constitution of the USSR on providing reliable defence for the peaceful labour of the Soviet people, the personnel of the Navy is increasing the glory of the Homeland. All the fleets and fleet collectives take part in the socialist emulation movement conducted under the motto:

"Reliably to defend the Socialist Motherland, to maintain a high degree of constant combat readiness, persistently to master the weaponry and equipment and to improve combat skill."

Soviet sailors make a big contribution to strengthening friendship between the peoples of various countries and continents. True to their internationalist duty they successfully fulfil the missions the Government has assigned them in rendering assistance to other peoples. It is well known that they helped to clear the port of Chittagong, Republic of Bangladesh, of sunken ships, and to sweep mines in the Gulf of Suez. Defying all hardships they irreproachably carried out their duty, displaying staunchness and courage.

Every year Soviet ships pay visits to foreign ports. The excellent discipline of the Soviet sailors, their high cultural level and irreproachable behaviour have won the admiration and respect of the local population.

Soviet sailors are bound by firm bonds of international friendship with their comrades-in-arms in the armed forces of the fraternal socialist countries—members of the Warsaw Treaty Organisation. If necessary they will join hands to defend the socialist community against any attack from outside.

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CSO: 1812

## OFFICERS' MARXIST-LENINIST TRAINING DESCRIBED

Moscow SOVIET MILITARY REVIEW in English No 6, Jun 78 pp 30, 31

[Text]

SOVIET officers have always been distinguished for their lofty sense of duty, devotion to the cause of the Communist Party and to the Oath of Allegiance. At critical moments of battle the early Red commanders confidently led their men, inspiring them by personal valour. Soviet officers accomplished outstanding feats of heroism on the battlefronts of the Great Patriotic War. Today Soviet officers are always with the men during combat training, on combat alert duty, in the difficult situations of prolonged cruises and exhausting marches. They train and educate their men — a difficult job and a great responsibility. In addition to profound knowledge and experience it calls for high morale, excellent fighting qualities, a broad political outlook and ideological steeling.

To acquire these qualities the officer must have a profound knowledge of Marxist-Leninist theory, the laws of social development, of the situation at home and in the international arena. Only then will he be able to analyse current developments from class positions, to find the key link in the chain of army or navy life, and to

draw the correct conclusions in his practical work with his subordinates.

Soviet officers work regularly and persistently to master the scientific world outlook. As cadets of military schools they acquire sound political education. And after military school they carry on their political education simultaneously with combat training. In their practical work the officers continue to deepen their knowledge.

A streamlined system of political education has been developed for officers in the Army and Navy. Its pivot is Marxist-Leninist studies. They are an obligatory form of training which is conducted strictly in keeping with the plan, in duty hours. The officers of the Army and Navy study Marxist-Leninist theory, dialectical and historical materialism, the history of the CPSU, political economy, scientific communism, and the Marxist-Leninist doctrine on the army and war.

Lessons in these subjects are conducted in groups formed with account of the level of knowledge of the officers and their previous experience in military service.

The differentiated approach to the composition of study groups and the choice of programmes provide the conditions for making these studies more effective.

The main forms of Marxist-Leninist education are lectures, private study and seminars.

Lectures are delivered by leaders of groups, officers from the senior staff and the political department, members of propaganda groups under the unit Party committee, Party and local government workers.

Lectures are followed by seminars. The plans of the seminars are drawn up in advance by the deputy commander for political affairs and are brought to the notice of the officers one month in advance. This enables the officers to prepare thoroughly for the seminars, to study carefully the recommended literature, to give thought to theoretical materials and literature on method and to select concrete examples from army practice.

The leaders of the groups and their deputies check the progress made by the officers in their private study in preparation for the seminars. They also organise talks, additional lectures and consultations.

The seminars help deepen the knowledge of the students. At lectures and in their private study of the literature the officers may fail to understand some questions and thus form an erroneous idea of some problem. The seminars enable them to clarify all their questions and collectively exchange views with one another. Comradely discussion of problems makes the seminar the most active form of political education.

The main purpose of the seminars is to develop in the officers an aptitude for propaganda work, the ability to set forth competently the more important provisions of theory, to present valid arguments in proof of their practical value and to master the forms of oral propaganda.

The writing of papers by officers on questions of Marxist-Leninist theory is being widely practised. It has been found that this form of study promotes creative work and profound mastering of Marxist-Leninist theory. Work on such papers develops in the officers habits of serious private study of the classics of Marxism-Leninism, the decisions of Party congresses and other materials, helps them acquire a creative understanding of the policy pursued by the Communist Party of the Soviet Union in contemporary conditions. At the same time listening to and discussing papers are an effective means for activating work at seminars and for drawing the students into discussions. Papers which contain new ideas and independent judgements and set forth convincing facts and examples normally evoke lively interest.

As a rule, unit commanders and their deputies for political affairs are appointed leaders of groups for Marxist-Leninist education. This enables the commanding officer and his deputy for political affairs to exercise a personal influence on the shaping of the world outlook of the officers, to know better their interests, inclina-

tions and requirements, and to teach them to apply the knowledge in their practical work in line of duty.

Experience shows that the lessons are conducted on a high ideological and theoretical level, if the leader of the group has a broad professional and cultural background, if he can generalise the phenomena of social life and the processes occurring in the forces. The more competent leaders of groups seek to combine all the three forms of studies — lectures, private study and seminars — and to direct them so as to ensure profound mastery of the materials.

Questions bearing on Marxist-Leninist education of officers are discussed at Party meetings, at the meetings of Party bureaus and Party committees. The Party organisations see to it that the officers who are Party members set the example in political studies. Party activists regularly check the officers' progress in their political self-education, promote advanced experience in this field and help those who are less proficient. The Party organisations in the Army and Navy have made it a rule to hear at Party bureau meetings reports of the Communists on the way they raise their ideological level.

Though planned lessons in Marxism-Leninism are effective, it should be mentioned that the main method by which an officer can extend his knowledge is private study. V. I. Lenin repeatedly emphasised the exceptional importance of self-education, of independent comprehension of the materials one reads and of developing skill in analysing the difficult and varied problems and phenomena of everyday life. He used to say that without independent work it was impossible to find the truth in any serious question. He who fears work, Lenin said, deprives himself of the possibility of finding the truth.

Soviet officers have every facility for private study. They can make use of political education classrooms, libraries, periodicals and technical means of education. Practically all commanders and political workers have their own libraries at home containing the works of V. I. Lenin, other classics of Marxism-Leninism, the documents of Party congresses, military and political literature, handbooks and other reference material.

The knowledge the officers receive at lessons in Marxism-Leninism and other studies help them in conducting ideological education.

They make abundant and valuable contributions to ideological education, help in improving and establishing the forms and methods of ideological and political education. Commanders and political workers pay special attention to explaining to the personnel the decisions of the 25th Congress of the CPSU and other important Party documents. They play a significant part in spreading knowledge of the new Constitution of the USSR.

The Marxist-Leninist education of officers produces a beneficial effect on the performance of their regular duties, it helps them become real masters in training and educating of their men and enhances their prestige among them.

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## DOSAAF NAVAL SCHOOL FACILITIES AND PROGRAM DESCRIBED

### Introductory Comment

Moscow VOYENNYE ZNANIYA in Russian No 6, Jun 78 signed to press 18 May 78 p 34

[Editorial introduction]

[Text] A few years ago a fine new DOSAAF complex appeared in the center of Darnitskiy Rayon in Kiev. It included a naval school with all the necessary training quarters and services, a messhall, guest house, and DOSAAF Palace of Underwater Sports.

At the beginning of this year the Kiev Model Naval School became the second school of its group to be awarded the challenge Red Banner of the USSR Ministry of Defense.

The school trains divers and ship radio operators. A high ideological level, political consciousness, and thorough knowledge reinforced by good moral-psychological and physical training -- these are the things that today's graduate must have.

And the collective of teachers is seeing that they have them. Most of their draftees pass tests with good and outstanding scores and receive the badge "For Outstanding Training."

### School Commandant on Training Results

Moscow VOYENNYE ZNANIYA in Russian No 6, Jun 78 signed to press 18 May 78 p 34

[Article by E. Lakomov, chief of the Kiev Model Naval School of DOSAAF: "Quality Above All!"]

[Text] We understand very well that a lesson will only be successful when the teacher uses effective teaching methods and procedures and presents the material knowledgeably and with feeling, arousing the interest and activism of the students.

The diving instructors V. Ukrainets, an Honored Coach of the Ukrainian SSR, Yu. Berdnikov, and A. Kucher run interesting training periods. By careful organization they have been able to introduce supplementary exercises not envisioned by the syllabus to help the students grasp practical facets of the subject better. Specifically, they have added exercises on removing water from the hoses and mask, turning the unit on underwater, and responding to emergency situations (putting on and taking off an aqualung underwater, underwater orientation, and other problems).

We teach the draftees to use sound signals, which is important for their future practical work. We give them time for swimming at unit No 1 (fins, mask, and tube). This is the transitional stage from simple swimming to spending time underwater with an aqualung.

After training periods in the pool the future seamen are sent to the water station. There they make descents in a specially outfitted diving training area. They are taught to work in their diving suits at all times. They work in the Dnepr River at a 10-meter depth with zero visibility, finding objects and raising them to the surface and examining the underwater parts of a ship's hull.

The water station has a compartment outfitted to practice the fight for ship survival. Water enters it under pressure through various types of holes. In this way a possible emergency on board ship is simulated. The boys stop the holes with emergency rescue devices and learn to put out fires.

Our radio specialists try to see that the students work as much as possible with the receiving-transmitting sets whose repair will be their primary duty in the navy.

The teachers, masters, and instructors make extensive use of technical training aids such as film and slide projectors. A. Popov, a teacher of future ship radio masters, for example, uses slides to conduct training periods in electrical and radio engineering. While explaining the material the teacher shows appropriate pictures which help the students visualize the physical substance of the phenomenon under study.

Master of production training M. Smirnov also chooses the necessary pictures in advance and then shows them in order as he presents his material.

In short, the teaching personnel of the school are directing all their efforts to preparing qualified technical specialists.

#### Comments From and About Graduates

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 78 signed to press 18 May 78 p 34

[Article by V. Kostinov: "The Pride of Their Instructors"]

[Text] We receive letters from graduates of the school in all the fleets where they serve. We preserve them carefully in the combat glory room.



The comment by the command on the work of Sr Smn Nikolay Zhilenko tells that from the day he arrived in his subunit this former student of the Kiev Naval School showed himself to be a disciplined, hard-working seaman. His striving to study his assignment thoroughly and master the latest equipment perfectly enabled him to make great progress in combat and political training very quickly. He was one of the winners in socialist competition who received the right to sign the Report of the Leninist Komsomol to the Central Committee of the CPSU on the occasion of the 60th anniversary of Great October. Zhilenko is now a specialist 2nd class and has been commended several times for outstanding work. During a cruise he worked intelligently and actively at his battle station.

Sr Smn Vladimir Kurupiy's commander describes him as a highly conscious, hard-working, and disciplined fighting man. Young communist Kurupiy has become a specialist 1st class, is fulfilling his socialist obligations, takes an active part in the public life of the collective, and is highly respected among his comrades.

Teachers were also pleased to receive word of the service work of their graduate Nikolay Zhidkov. He knows his military-technical specialization well and keeps his equipment in excellent condition. It is no accident that Petty Officer 2nd Class Zhidkov is the senior man in a team of the special equipment group, specialist 1st class, outstanding student in combat and political training, and distinguished seaman of the Navy.

Letters also arrive regularly from the boys themselves. Packs of letters for seven years have been kept; during this time thousands of draftees have graduated from the school. Recent letters contain news of Nikolay Kharchenko, Nikolay Gun'ko, Valeriy Kichenok, Viktor Voronka, and others.

The young seamen tell of their exciting times in the navy and how the knowledge gained in the Defense Society helped them. They proudly relate their achievements, some in diving and others in radio work. No matter where they may be, deep beneath the water or in the conning tower of a missile ship, the men make skillful use of the practical skills gained during their study at the school.

All the former students thank their teachers, masters, and instructors enthusiastically for their training and call of their junior comrades to have no fear of difficulties in classes, to boldly surmount them. After all, as the old saying puts it, "Hard in practice, easy in battle." The school graduates unanimously say that they would not trade their naval uniform and military-technical specializations for any others. They are serving outstandingly, as they promised their teachers and as befits Soviet seamen, the unselfish defenders of the sacred borders of our socialist Fatherland.

## Deputy Commandant on School Facilities

Moscow VOYENNNYYE ZNANIYA in Russian No 6, Jun 78 signed to press 18 May 78 p 35

[Article by Yu. Khodakov, deputy chief of the school in charge of production and training: "Our Reliable Helpers"]

[Text] Having adopted an aim of giving the students practical skills, we devote special attention to creating a material-technical base for training. We prefer modern technical aids and equipment for programmed testing of knowledge. We use static projection units (epidiascopes, codoscopes, slide and film projectors) and sound equipment (various kinds of tape recorders, moving picture units, videotape recorders, and television sets).

For example, a tape recorder is set up in the ship conning tower, which is the first place we show to students who are future ship radio operators. The newcomers listen to the tape to learn about the purpose, composition, layout, and working principle of the radio equipment of the battle station. The information is concise, meager, but we achieve a considerable effect, mainly psychological. We are planning to connect the radio center by a relay network with the classrooms. One reason is to transmit information to all training areas simultaneously. Another reason is to create conditions in which students can relax, by playing music during breaks and offering autogenic drills (self-hypnosis).

The school has simulation trainers called "Radio receiver," "SVU-1 Universal diving gear," "Segment of the Dnepr River," and "Loading the air unit."

We have set up a special programmed teaching room which has 20 KISI-5 machines for teaching and testing. The multiple choice method is used. The draftee selects the correct answer from four possible choices. During the test he must answer 10 question, which means analyzing 40 possible responses. The testing is done for individual subjects of the syllabus and for whole sections

Teaching personnel have developed test questions for all the subjects of electrical engineering, radio engineering, and diving. There are up to 500 test sheets. Without going into a detailed scientific analysis of the testing system by machine, I will observe that it arouses great interest among the students.

Testing takes very little time, 10-15 minutes per group.

The simplicity of the devices and the broad range of possibilities opened up by technical training aids and programmed testing units enable the students to acquire practical skills quickly. These aids are reliable helpers.

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## DEVELOPMENT OF MILITARY HYDROFOILS DESCRIBED

Frankfurt/Main SOLDAT UND TECHNIK in German Jul 78 pp 376-378

[Article by Siegfried Breyer: "Missile Hydrofoil: From 'Sarancha' to 'Matka'"]

[Text]The first Soviet missile hydrofoil has been undergoing trials in the eastern Baltic Sea since mid-1977. The NATO codeword assigned to it is SARANCHA (locust), following the first used, but less suggestive, TARAKAN (cockroach). This class, which is built in the Izhora Shipyard in Leningrad (only one unit is known of as yet), has drawn considerable attention in Western naval circles. The signal was sounded with her appearance because Soviet naval technology appeared to have made a decisive breakthrough in the development of hydrofoils for military purposes. It was not really surprising because the possibilities of hydrofoils were recognized early in the Soviet Union and their development given high priority.

The successes are evident in the large number of boats of this kind currently in service, even if most have been designed for operation on rivers, lakes, and internal waters--and not for military purposes. Most, by far, are used for passenger transport. SPUTNIK, BUREVESTNIK, KOMETA, STRELA, and TAYFUN and others enjoy world renown. By comparison, development of craft for military employment seemed for a long time to have a lower priority, and for a time even to stagnate. To be sure, occasional conventional PT boats were experimentally fitted out with hydrofoils, and, to be sure, a small series of hydrofoil guard boats (PCHELA class) was built. Indeed, the TURYA class appeared. But it was really only a semihydrofoil in that there is only one pair of hydrofoils forward to lift the forward part of the craft out of the water when accelerated, while the aft part of the craft rides on the water on a flat bottom.<sup>1</sup> But there was no

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1. Fock, Patrol Boats, Vol 111, p 110

major breakthrough. The SARANCHA class made it clear, however, that development had proceeded in recent years to the point that the breakthrough could be assumed with some justification.

The most recent information shows that there will shortly be a successor to the SARANCHA class in which all the experience and knowledge gained with the former will be reflected and which in all probability will be put in series construction, provided that it meets all the expectations of the designers and intended users. This new type, designated the MATKA<sup>2</sup> class by NATO and also built in the Izhora Yard in Leningrad, can at present not be evaluated here because of the lack of additional information.

All the more reason why a look at the SARANCHA class seems appropriate to determine from its overall design what the military requirements might be. The size indicates unmistakably that the class is intended for use beyond the immediate coastal zone and in the European marginal seas of which the Baltic comes most quickly to mind. Its displacement (the full displacement with all fittings and maximum supplies) has been estimated differently by different sources. According to British sources, it is 220 tons,<sup>3</sup> but according to French sources it is 300 tons.<sup>4</sup> But regardless of which is correct, the SARANCHA class is at present the largest operational hydrofoil in the Soviet Navy. The other dimensions correspond. The overall length, according to the French handbook, is 43 m; according to British sources, it is 45 m. Both agree that the beam is 10 m and the draft is 2 m hullborne. In addition, the French handbook gives a figure of 21 m for the beam or span of the forward foils.

The foils, both fully submerged systems, are forward (when elevated, just forward of the bridge) and aft; they are in the conventional divided arrangement. The forward foils also have half-submerged auxiliary foils in open "V" form. The forward foils can be swung sideways for hullborne travel. The stern foil system is differently designed. It consists of two vertical struts arranged parallel to each other at a distance of about 7.0 m, and joined to each other by a cross-beam. Each of the struts ends at the bottom in a streamlined float, each of which is fitted with a push and pull propeller. They appear to be the only means of propulsion. Each of the struts is provided with a vertical rudder between which are the control surfaces to regulate height. According to the British source, when foilborne, 60% of the ship's weight is borne by the

2. MATKA carries the meaning of queenbee or hen.

3. Jane's Surface Skimmers, 1978, p 251.

4. Flottes de Combat, 1978, p 538.

forward foils and 40% by the aft foil system. It is further reported that a computer system with sensors and effectors is present to provide for optimum height and stabilization when foilborne and, therefore, constantly affects seakeeping ability.

The aft foil system can be swung up, but not as the British source suggests for hullborne operation, but rather to facilitate docking and drawing up the ship. The boat is probably dependent on the submerged stern foil system, that is to say, for locomotion even during hullborne propulsion, because the means of propulsion, the propellers, are there and there are obviously no other means of propulsion, in any event no recognizable means. It goes without saying that an auxiliary system for hullborne propulsion and for maneuvering would be conceivable; for example, hydrojet propulsion; thusfar, however, there has been no evident indication of such a system.

Opinion is divided with respect to the powerplant. While the French handbook in this instance tenders the alternative "gas turbines or diesel engines", the British work proceeds from the notion of two gas turbine units, with reservations, of course. Transmission to the propellers evidently takes place by means of a miter wheel Z-gear. If, in addition, there are one or two diesel engines as auxiliary propulsion, then only the propellers on the stern foil system would be involved as means of propulsion, since, as already indicated, aside from these no other means of propulsion can be ascertained. Performance data for the powerplant are not mentioned; however, a maximum speed of 45-50 knots is considered reliable.

The armament corresponds pretty much to that of the NANUCHKA-class guided-missile corvettes. These are: one ship/ship guided-missile weapons system, consisting of four launchers for the same number of SS-N-9 missiles, firmly mounted in adjacent pairs at bridge height and directed at an oblique angle forward and upwards; one ship/air guided-missile weapons system consisting of a twin launcher for SA-N-4 missiles, vertically extendable and retractable in a special silo magazine, directly before the bridge; a modern gunnery system, either a twin 30-mm L/65 AA gun of a well-known type or a 23-caliber six-barreled, revolving drum-type, rapid-fire cannon most likely mounted on the aft superstructure deck<sup>5</sup>.

5. Jane's Surface Skimmers 1978 assumes that it is on the quarterdeck, close to the stern, but this is unlikely, simply because the gas turbines are installed in the after section of the boat and no room is available there for the foundation of such a conventional weapons system. On the contrary, the positioning on the aft superstructure deck seems more reasonable because there is undoubtedly room there for the foundation and the weapons system gains in addition an even larger angle of train.

With respect to the electronics suit the SARANCHA class is also similar to the NANUCHKA corvettes. The two have the large BAND STAND dome in common on their bridges. In addition to the surface and air surveillance radar systems it probably also conceals the necessary guidance equipment for the SS-N-9 missiles. One step higher, on the crosstree enlarged into a platform of the four-legged lattice mast which is right behind it there is a second large, but not quite as high, cap. Judging by its size, it could definitely provide room for the guidance electronics of the SA-N-4 missile weapons system. On all other warships equipped with this weapons system, the POP GROUP weapons control equipment is suitable for this. But it is lacking on the SARANCHA class. It would make sense, however, if, most probably for reasons of stability, a light-weight version of the POP GROUP equipment had been provided and had been shielded against external influences, as in this instance, by means of a plastic canopy. Higher still, on a support of the upper four-legged lattice mast mounted on the lower mast is the FISH BOWL canopy; it is the device which is represented in two parts on the corvettes of the NANUCHKA class, one on each side of the BAND STAND dome (one for each of the two SA-N-9 clusters). We know that it is used to provide target data for antiship missiles. An ECM/ECCM installation is situated one step higher still, behind it is a lattice topmast with an IFF HIGH POLE antenna, whose counterpart, the SQUARE HEAD antenna, is located on a strut beneath the FISH BOWL dome. One of the familiar weapons direction equipments is installed behind the mast on the superstructure deck, namely, either a DRUM TILT or a BASS TILT, depending on which gunnery system is actually on board.

When foilborne, and this holds true, generally, for all hydrofoils, the SARANCHA boat offers a tremendously large silhouette, and this effect is amplified still more through the conspicuous electronics equipment. It is probably very unlikely that this disadvantage will be remedied with the future MATKA class; it could well be the opposite, for another augmentation is reasonable and with it the "temptation" to bring aboard even more electronics and other equipment. According to unverifiable reports, as early as 1976 in Leningrad, a hydrofoil patrol boat more than 50 meters long is believed to have been observed fitting out; was this already a MATKA boat, perhaps?

## PHOTOGRAPHIC CAPTIONS

Fig. 1. Views of the SARANCHA boat (based on "Jane's Surface Skimmers 1978". The presence of a 23-mm gunnery system on the aft superstructure deck was taken as the basis for divergence from "Jane's").

Key to notations in Fig. 1.

- |   |  |
|---|--|
| 1. Stern foil system  | 10. Forward foil system                              |
| 2. 23-mm AA gun   | 11. Guidance electronics for SA-N-4                  |
| 3. Rudder   | 12. Forward hydrofoil                                |
| 4. Propellers   | 13. Stern hydrofoil system                           |
| 5. Stern foil system  | 14. Position when foilborne                          |
| 6. Guidance electronics for SA-N-4 ship/air guided-missile weapons system | 15. Forward foil (port)                              |
| 7. Hydrofoil, folded  | 16. Stern hydrofoil system                           |
| 8. SS-N-9 launchers   | 17. Forward hydrofoil, swung up                      |
| 9. SA-N-4 twin launchers  | 18. Position when hullborne (superstructure omitted) |

Fig. 2. The PCHELA-class fast patrol boats originated in the mid-60s and were considered as the first seagoing hydrofoils of the Soviet Union. They have fully submerged foils aft and half-submerged foils forward. This class no longer seems to be used for military service but to be employed by the border security elements of the KGB. The photograph shows a PCHELA boat while foilborne; the forward hydrofoils which are not retractable or foldable are easily recognizable in the process.

Fig. 3. In the late 50s a first small series of experimental hydrofoil patrol boats in the P-8 class originated which corresponded primarily to the standard and mass-produced P-6. In addition to the diesel engines a gas turbine was also installed. There were only forward hydrofoils (recognizable in the photograph). At high speeds, the bow raised and the boat with its flush bottom in the stern skimmed along over the water. These days the P-8 boats are already part of the past, for they were separated out years ago.

Fig. 4. The fast TURYA-class ASW boats can be classified as semi-hydrofoils because they have only forward foils (apparently foldable). By analogy, therefore, what was stated with respect to Fig. 1 is applicable to them also.

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